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ABSTRACT

The document reports on a model, performance-based, interdisciplinary program to prepare vocational directors in Illinois. Five objectives in the Occupational Education Administration Model's third year were: (1) field-test the model; (2) develop implementation strategies for a transportable program; (3) provide experiences that would assure the attainment of 159 administrative and leadership competencies to 10 program participants; (4) place all participants in occupational education leadership positions by September 1975; and (5) qualify all participants to receive State of Illinois Level 1 supervisory certification. The degree of achievement of the objectives and the project's procedures are recounted briefly. Participants served internships for a school year, supervised in working on the 159 performances by a local cooperating administrator while completing course requirements for supervisory certification and engaging in enrichment activities. Forty pages offer project personnel information, followed by two three-page sections summarizing the project's evaluation and conclusions. The evaluation data is interpreted as bearing out the project's emphasis on interpersonal proficiency, and the project has prepared employable Occupational Education Administrators, but refinement of the orientation provided the project's instructors is needed. Extensive appendixes (66 pages) include the competency list, the performance assessment system, two followup studies, and a project evaluation. (AJ)

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OCT 10 1975

The Implementation of a Model Competency Based Graduate Program in Occupational Education Administration

PHASE THREE

The Illinois Board of Vocational Education and Rehabilitation
Division of Vocational Technical Education
Professional Curriculum Development
Contract numbers: PCE-C5-017

Department of Occupational Education
Southern Illinois University at Carbondale

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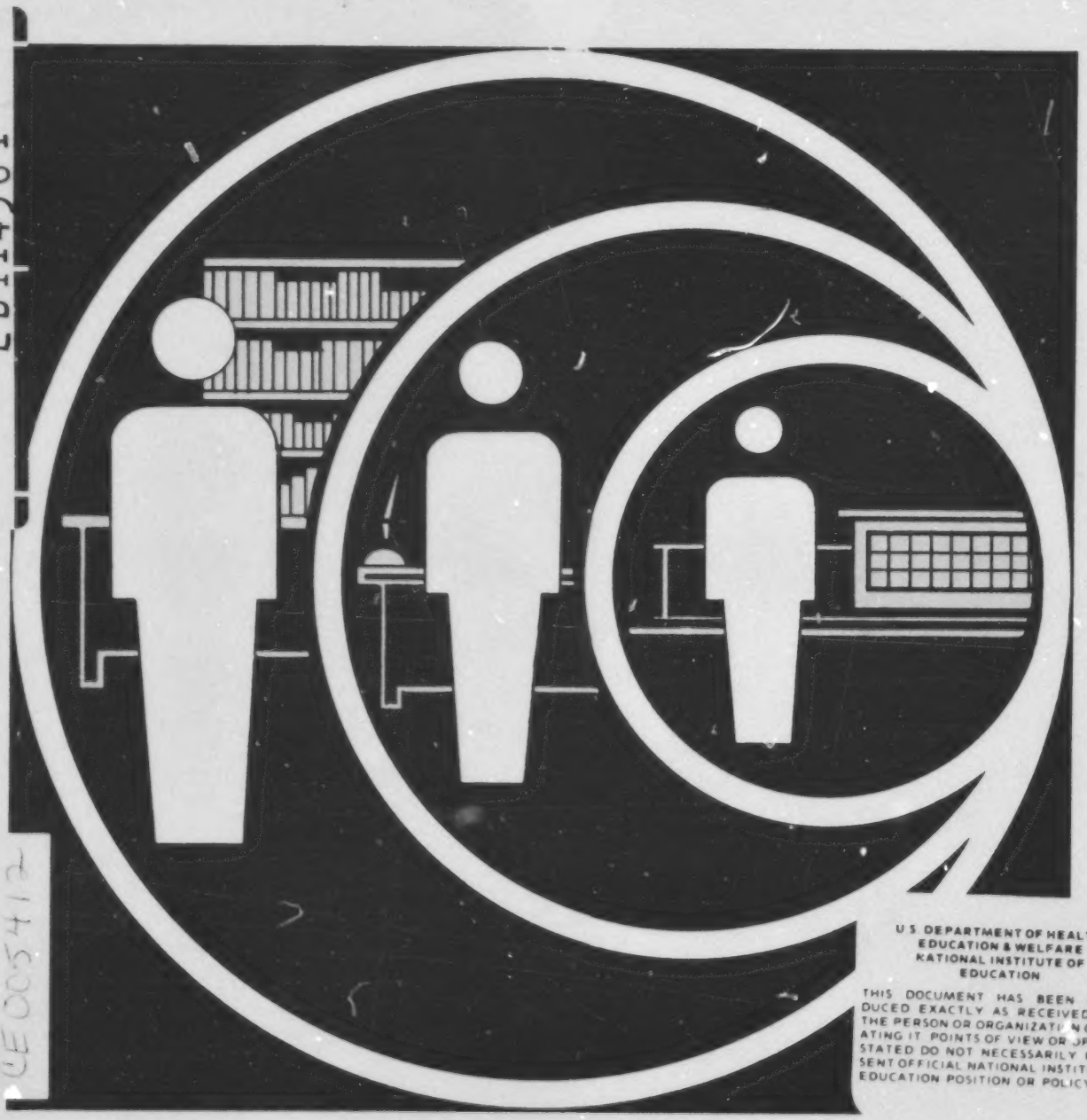

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OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT: Phase III

FINAL REPORT

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Southern Illinois University at Carbondale
August 15, 1975

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The third year of operation of the Occupational Education Administration Project has, as in the previous two years, been a satisfying and rewarding experience for the project staff. Endeavors such as this succeed only to the extent that they are supported and encouraged by many different people in a variety of positions within the University and in the cooperating schools and agencies.

The assistance provided by William Reynolds, Coordinator of the DVTE Professional and Curriculum Development Unit and his staff has been invaluable. Likewise, James Galloway, Coordinator of the DVTE Program Approval and Evaluation Unit along with Assistant Coordinator, John Klit were especially helpful. Many other DVTE staff members provided time and energy to the program and its participants. Appreciation is extended to Howard Avery, Bonnie Gillenberg, Rebecca Douglas, Richard Hofstrand, Ronald McCage and Roy McDermott for the special attention and effort they contributed to the project.

Dean Elmer J. Clark and Associate Dean Donald Beggs of the College of Education have provided the kind of support that is necessary to the conduct of an educational project that does not fit the usual mold. Similarly, Dean Thomas Mitchell and the staff of the Graduate School have been most helpful in assisting with graduate education matters involving the ten participants.

Those persons in the local cooperating schools who were directly involved have been named in the body of the report, however recognition should be given to the several administrators, school board members and faculties of the schools that provided internships. Without cooperation from these groups the project would have been difficult to implement.

Perhaps the group that contributed most in terms of supportive climate and activities consists of the families and friends of the project participants. Night classes, Saturday meetings, extended field trips and a full summer session schedule required those associated with the participants to be understanding, sympathetic and, at times, silent. This invaluable support was appreciated by all who have worked to achieve the purposes of the project.

W.S.R.

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INTRODUCTION

The Occupational Education Administration Project: Phase III has evolved from a 1971 RFP (Request for Proposal) calling for development of a model performance-based program to prepare vocational directors. Initially implemented during the 1972-1973 school year, continued for the purposes of model refinement and instructional materials development during the 1973-74 school year and continued again during the 1974-75 school year for purposes of further refinement, the project has now completed its fourth year of operation.

This is an interdisciplinary project jointly sponsored by the Departments of Vocational Education Studies and Educational Administration and Foundations. Dr. Wayne S. Ramp, Professor of Occupational Education in the Department of Vocational Education Studies, was Director and Dr. James C. Parker, Associate Professor of Educational Administration in the Department of Educational Administration and Foundations, was Assistant Director. Several other College of Education faculty and staff have also been involved in the project in various roles.

All of the students enrolled in the Occupational Education

Administration Project have been employed concurrently as vocational education teachers. The local administrators' support in the form of a letter of recommendation and provision of released time in which to complete project learning activities has been prerequisite to a participant's entry into the program. Each participant has engaged in at least three distinct types of leadership development learning activities while enrolled in the project. These students have served two hours per day for one academic year as a supervised intern in the school where they were employed, completed the course work required for the State of Illinois Level I or Level II Administration Endorsement for Certification, and also were engaged in administrative related activities such as weekend seminars, State of Illinois Division of Vocational and Technical Education public school evaluations, and professional conventions.

OBJECTIVES

Further refinement of the Occupational Education Administration Model was guided by the objectives originally stated in the project's State of Illinois Division of Vocational and Technical Education contract (PDT-C5-039). Objectives were as follows:

1. Field-test the Illinois competency-based model graduate program for developing occupational education administrators.

2. Determine the need for and develop additional strategies for the implementation of the transportable model graduate program that was developed in Occupational Education Administration in FY 74.

3. Provide experiences that will assure the attainment of 159 administrative and leadership competencies to ten program participants.

4. All program participants will be placed in occupational education leadership positions by September 1975.

5. All participants in the program will be qualified upon completion of the program to receive the State of Illinois Level I General Supervisory Administrative Endorsement issued by the Illinois Teacher Certification Board.

6. One hundred (100) copies of the final report will be printed and transmitted to the Illinois Division of Vocational and Technical Education for distribution.

Assessment of the extent to which the Occupational Education

Administration Project: Phase III has met its objectives has been a complex process because of the diversity of the project's goals. An assessment of the extent to which each objective has been met is as follows:

Assessment: Objectives 1 and 2

A field test of the performance-based model has been completed and an alternative strategy for its implementation has been developed. Traditional courses were redesigned and many of the one hundred and fifty-nine performances were presented in this manner. In addition, ten full-time public school occupational teachers and seven full-time, on-campus EPDA, Part F, Section 552 funded Fellows completed the program. The public school teacher participants arranged two hour per day internships in the schools where they were employed, while the EPDA Fellows participated in individually arranged internships involving a myriad of learning activities. The fact that all Occupational Education Administration Project participants and EPDA Fellows successfully completed their programs indicates that Southern Illinois University's Occupational Education Administration Model can be adapted to different types of students and instructional methodologies.

Assessment: Objective 3

The Occupational Education Administration Project: Phase III employed a variety of learning activities to meet objective number three. Participants attended courses, seminars, and various enrichment activities while completing internships in the schools where

they were employed. Each participant's personal success in learning the one hundred and fifty-nine performances was cooperatively assessed by himself/herself, his/her local administrator, and his/her university supervisor. Individual achievement was measured against a scale which has been adapted from Bloom's Taxonomy of Education Objectives and Gronlund's Stating Behavioral Objectives For Classroom Instruction (Appendix B, page 65). Each student's evaluation was then recorded in his/her "performance portfolio," a book previously designed for this purpose.

In general, the Occupational Education Administration Project has been successful in meeting objective number three. The average proficiency development attained by all participants for all one hundred and fifty-nine performances is between the "application" and "analysis" levels. Ninety percent of the performances were mastered at the "application" level. All performances were acquired at the "knowledge" level by all project participants.

Assessment: Objective 4

Follow-up studies of previous Occupational Education Administration Project participants' employment status (Appendix D, page 77) and the ten current participants' employment status and prospects were conducted during July 1975 (Appendix F, page 85). Seventeen previous graduates and four current participants will hold Occupational Education Administrative positions by fall semester, 1975. Only eight of the thirty-one Occupational Education Administration Project graduates had not entered, and did not have plans to enter Occupational

Education leadership positions, at the time the follow-up study was conducted.

Assessment: Objective 5

All project participants have completed the requirements for State of Illinois, Level I, General Supervisory Endorsement for Certification. Three participants also qualified for Level II, General Administrative Endorsement for Certification.

Assessment: Objective 6

One hundred (100) copies of the final report have been printed and transmitted to the State of Illinois Division of Vocational and Technical Education.

PROCEDURES

Recruitment & Selection

During April, 1974, names of prospective project participants were solicited from current Project participants, past graduates, State of Illinois Division of Vocational and Technical Education Regional Directors, Community College Deans, Principals and Superintendents of Southern Illinois public schools. Project staff and the State of Illinois EPDA Personnel Development Coordinator cooperatively selected participants from among the candidates identified. The selection criteria employed in this process were as follows:

*The candidates acceptability according to the EPDA guidelines.

*The candidates admissibility to the Southern Illinois University Graduate School.

*The candidates work experience and Occupational Education teaching experience.

*The candidates demonstrated involvement in and commitment

to vocational education.

*The candidates degree of support as evidenced by his/her school superintendent's stated willingness to provide instruction and released time for special activities.

*The breadth and depth of the vocational program where the candidate was employed.

The Occupational Education Administration Project: Phase III participants selected were as follows:

1974-75 Project Participants

Norma L. Brown, Home Economics Teacher

Carroll L. Doerner, Coordinator, Cooperative Education

James Michael Greer, Business Teacher and Vocational Coordinator

Peggy L. Harriman, Business Education Teacher and Cooperative Coordinator

Douglas Lambert, Drafting, Graphic Arts, and Special Education Teacher

Edythe G. Morray, Home Economics and Art Teacher

Patricia L. Sayers, Business Education Teacher

Susan M. VonBurg, Coordinator, Special Education Work Study

Leland C. Wells, Vocational Agriculture Teacher

Ronald W. Weseloh, Industrial Arts Teacher

Project Overview

Participants, their Local Cooperating Administrators, and

University Supervisors attended an orientation meeting during the month of August. Participants received individual advisement by project staff, were provided portfolios, entered their internships and course work as the 1974 fall semester began.

Internships continued for an entire school year and all of the participants earned graduate credit for their internship experiences. Internships were supervised by Southern Illinois University's Department of Educational Administration and Foundations faculty members who visited on site at least once per month. Interns spent two hours per day working on the one hundred and fifty-nine Occupational Education Administration performances while under the direct supervision of their Local Cooperating Administrator. Each intern maintained his/her own "proficiency portfolio." Portfolios were regularly inspected by both the Local Cooperating Administrator and University Supervisor until satisfactory attainment on at least 90 percent of the one hundred and fifty-nine performances had been accomplished.

Project participants also completed the course requirements established for State of Illinois Level I General Supervisory Endorsement for Certification and three participants earned the Level II endorsement, as well. In addition, all participants completed course work in facilities planning and other Master's degree requirements that remained before project termination in August 1975.

Project participants also engaged in various enrichment activities during the year. Several participants served on State of Illinois Division of Vocational and Technical Education three phase evaluation teams, attended various professional conferences, Division of Vocational and Technical

Education Subregional meetings and completed orientation sessions at the Division of Vocational and Technical Education's state office.

Five Saturday seminars were conducted during the past year and topics such as completing Division of Vocational and Technical Education forms, developing one and five year plans, updating of portfolios, and funding policies were discussed. Seminars were conducted each week during the summer session.

Project staff members actively assisted in the placement of project participants. A placement letter (Appendix C, page 75) was sent to all Community College Presidents and Career and Occupational Education Deans, the Principals and Superintendents of all Southern Illinois public high schools with enrollments greater than 250 students, and all Division of Vocational and Technical Education Regional Directors. Whenever they became available, notices of vacancies in Occupational Education Administrative positions were duplicated and forwarded to project participants and Occupational Education Administration Project graduates. In addition, University Supervisors and Project Staff members personally contacted local superintendents in project participants' behalf, whenever requested to do so.

The extent to which all of the project participants mastered each of the 159 Occupational Education Administration Project performances is presented in the following table.

LEVEL OF COGNITIVE PROFICIENCY
DEVELOPMENT PER PERFORMANCE

K = Knowledge
C = Comprehension
A = Application
An = Analysis
S = Synthesis
E = Evaluation

Performance	Pre Assessment						Post Assessment					
	K	C	A	An	S	E	K	C	A	An	S	E
1.1a	3	2	2	0	1	1	0	0	3	3	0	4
1.1b	4	3	2	0	0	1	0	1	5	1	0	3
1.1c	3	2	2	0	0	0	0	0	4	1	0	4
1.1d	3	2	3	1	0	0	0	0	4	1	1	3
1.1e	3	3	4	0	0	0	0	0	3	3	1	3
1.1f	4	1	0	0	1	1	0	0	3	3	1	1
1.1g	2	2	2	0	0	1	1	1	3	2	0	3
1.1h	4	0	4	0	0	2	0	0	2	2	1	5
1.1i	1	4	2	0	0	0	0	0	6	2	0	2
1.1j	4	2	3	0	0	0	0	1	3	2	2	2
1.1k	5	2	1	1	0	0	0	0	4	2	0	3
1.1L	5	2	1	0	0	1	0	1	5	2	0	2
1.1m	4	3	2	0	0	0	0	3	3	3	0	1
1.1n	3	3	3	0	0	0	0	1	3	2	0	4
1.1o	3	1	3	0	0	0	0	0	5	1	1	0
1.1p	4	2	1	0	0	0	1	0	3	2	0	2
1.1q	3	3	2	0	0	1	0	0	4	1	1	3
1.1r	2	3	1	0	1	0	0	2	2	3	1	2
1.2a	4	2	3	0	0	0	0	0	5	2	0	3
1.2b	5	2	2	0	0	0	2	1	3	2	1	1
1.2c	3	3	3	1	0	0	0	0	3	4	1	2
1.2d	4	3	1	0	0	0	0	2	3	4	0	1
1.2e	3	3	2	0	0	0	0	1	5	3	0	1
1.2f	3	1	2	0	0	1	0	1	1	5	0	3
1.2g	3	2	3	0	0	0	0	1	4	3	0	2
1.2h	3	2	3	0	0	0	0	1	5	2	0	2
1.2i	4	1	3	0	0	0	0	2	4	2	0	2
1.3a	5	2	1	0	0	0	0	0	5	2	1	2
1.3b	4	3	2	1	0	0	0	1	3	2	2	2
1.3c	4	1	2	0	0	0	1	0	7	0	1	1
1.3d	3	1	4	0	0	1	0	0	2	3	0	3
1.3e	3	2	2	0	0	0	0	0	4	1	1	2
1.3f	3	2	2	0	0	0	0	0	6	2	1	1
1.3g	3	1	2	2	0	0	0	0	4	2	0	3
1.3h	5	0	3	0	0	0	0	1	2	4	0	3

Performance	Pre Assessment K	C	A	An	S	E	Post Assessment K	C	A	An	S	E
1.4a	4	2	1	0	0	0	0	1	4	2	0	2
1.4b	2	3	3	0	0	0	0	1	4	3	0	2
1.4c	2	3	2	0	0	1	0	0	4	4	0	2
1.4d	3	2	2	0	0	1	0	0	3	3	0	3
2.1a	5	1	1	0	0	1	0	2	5	1	0	2
2.1b	5	1	2	0	0	0	0	2	5	1	0	2
2.2a	4	1	2	1	0	0	0	0	6	2	0	1
2.2b	4	2	1	0	0	0	0	3	3	1	1	1
2.2c	5	2	1	0	0	0	1	2	2	2	0	2
2.3a	6	0	1	0	0	0	0	0	4	3	0	2
2.3b	4	1	1	0	0	0	0	1	3	3	0	2
2.3c	5	0	2	0	0	0	0	0	5	2	0	2
2.3d	5	0	1	0	0	0	0	0	5	3	0	2
2.4a	6	1	1	0	0	0	1	2	4	1	0	2
2.4b	7	0	1	0	0	0	2	3	2	0	0	1
3.1a	5	2	2	0	0	0	0	1	5	2	0	1
3.1b	5	1	2	0	0	0	1	0	4	3	0	2
3.2a	6	1	0	0	0	0	3	0	3	0	0	3
3.2b	7	0	1	0	0	0	3	0	4	1	0	1
3.2c	4	1	2	0	0	0	1	0	4	1	0	2
3.2d	2	3	1	0	0	1	0	1	6	1	0	2
3.2e	5	0	2	0	0	0	0	1	5	0	1	1
3.2f	5	1	1	0	0	0	0	2	5	1	0	2
3.3a	4	2	2	0	0	0	1	0	5	1	0	2
3.3b	7	1	1	0	0	0	1	0	6	1	0	2
3.3c	5	1	1	0	0	0	0	1	5	0	0	1
3.3d	7	0	0	0	0	0	0	1	4	0	0	1
3.3e	5	3	0	0	0	0	0	1	5	0	0	2
3.3f	6	0	1	0	0	0	0	1	4	1	0	1
3.3g	7	0	1	0	0	0	2	1	3	2	0	2
3.3h	3	2	2	0	0	0	0	0	3	3	0	2
3.3i	6	2	1	0	0	0	0	1	6	1	1	1
3.3j	5	1	2	0	0	0	0	1	5	2	1	1
3.3k	3	3	1	0	0	0	0	0	4	1	1	2
4.1a	2	3	2	0	0	0	0	0	6	3	0	1
4.1b	4	1	1	0	0	0	0	0	6	1	0	2
4.1c	4	2	1	0	0	0	1	1	4	2	0	1
4.1d	4	2	2	0	0	0	1	1	4	3	0	1
4.2a	5	1	2	0	0	0	1	2	3	2	0	1
4.2b	4	1	2	0	0	0	1	0	3	1	0	1
4.2c	6	1	1	0	0	0	0	1	4	1	0	1
4.3a	3	1	3	1	0	0	0	1	4	2	0	2
4.3b	4	0	3	0	0	1	0	1	2	2	1	4
4.3c	5	1	2	0	0	0	1	1	3	1	1	2
4.3d	5	0	3	0	0	0	1	1	4	1	1	2
4.3e	4	2	1	0	0	0	0	0	5	1	0	2
4.3f	5	2	1	0	0	0	0	1	4	1	0	3
4.4a	6	2	0	0	0	0	0	0	4	3	1	2
4.4b	5	1	2	0	0	0	0	0	2	4	0	3

Performance	Pre Assessment K	C	A	An	S	E	Post Assessment K	C	A	An	S	E
4.4c	7	1	1	0	0	0	0	0	4	1	2	2
4.4d	7	3	0	0	0	0	0	0	3	2	0	5
4.5a	3	1	3	0	0	0	1	1	2	3	0	2
4.6a	3	1	2	0	1	0	0	1	1	4	1	2
5.1a	5	1	1	0	0	0	0	1	6	1	0	2
5.1b	5	0	1	0	0	0	0	2	3	3	0	1
5.1c	3	2	2	0	0	0	0	1	5	1	1	2
5.1d	4	1	2	0	0	0	0	1	4	1	1	2
5.1e	3	3	1	0	0	0	0	1	4	1	0	3
5.1f	4	2	1	0	0	0	1	1	4	2	1	1
5.1g	6	0	1	0	0	0	0	2	6	1	0	1
5.1h	5	1	1	0	0	0	0	1	6	0	1	1
5.1i	4	1	3	0	0	0	0	0	6	1	1	2
5.2a	5	2	1	1	0	0	0	1	4	2	0	2
5.2b	6	0	2	0	0	0	1	2	3	1	0	2
5.2c	5	2	1	0	0	0	0	1	6	1	0	2
5.2d	5	2	1	0	0	0	1	2	3	3	0	1
5.2e	4	3	2	0	0	0	0	1	4	1	2	2
5.2f	5	2	1	0	0	0	1	0	5	1	3	0
5.2g	4	2	1	0	0	0	0	1	5	2	0	2
5.2h	2	3	2	0	0	0	1	1	4	3	0	1
5.2i	4	1	2	0	0	1	0	0	6	0	0	3
5.2j	3	3	0	0	0	1	1	1	4	2	0	2
5.3a	6	0	1	0	0	0	0	2	4	1	0	2
5.3b	4	2	1	0	0	0	0	2	4	1	0	2
5.3c	5	1	1	0	0	0	1	1	4	1	1	1
5.3d	6	0	1	0	0	0	1	2	5	0	0	1
5.3e	5	1	1	0	0	0	0	2	5	1	0	2
5.3f	6	2	1	0	0	0	0	1	5	1	0	3
5.3g	3	2	2	0	0	1	1	1	5	1	0	2
5.3h	4	2	1	0	0	0	0	2	4	2	0	2
5.3i	4	1	2	0	0	1	0	2	3	2	0	2
5.3j	6	1	1	0	0	0	0	2	4	1	0	2
5.3k	3	2	1	0	0	1	1	1	4	1	0	2
5.3l	3	1	1	0	0	1	0	1	5	1	0	2
5.4a	5	1	3	0	0	0	0	1	3	4	0	2
5.4b	7	0	1	0	0	0	1	2	4	1	0	2
5.4c	5	1	2	0	0	0	0	1	3	4	0	2
6.1a	4	1	2	0	0	1	0	1	4	2	0	2
6.1b	6	0	1	0	0	0	1	3	3	1	0	1
6.1c	2	1	2	0	0	1	1	1	4	1	1	2
6.1d	5	0	1	0	0	0	0	4	2	1	2	1
6.1e	5	0	1	0	0	0	0	2	4	1	0	3
6.1f	5	0	2	0	0	0	0	3	2	2	1	1
6.1g	5	0	1	0	0	0	0	3	5	0	1	1
6.1h	4	0	1	0	0	1	0	3	3	1	0	3
6.1i	4	0	1	0	0	1	1	2	3	2	0	2
6.1j	4	1	1	0	0	1	0	2	4	0	1	2
6.2a	4	1	1	0	0	2	1	2	2	2	1	2

Performance	Pre Assessment K	C	A	An	S	E	Post Assessment K	C	A	An	S	E
6.2b	5	1	1	0	0	0	1	2	2	2	2	1
6.2c	3	1	3	0	0	1	1	1	3	1	1	3
6.2d	6	1	1	0	0	0	1	0	5	1	1	2
6.2e	4	2	2	0	0	0	1	1	3	3	0	2
6.3a	5	1	1	0	1	0	0	0	5	3	0	2
6.3b	4	0	2	0	0	0	0	2	4	2	0	2
7.1a	4	1	1	0	0	1	1	1	4	1	1	2
7.1b	3	4	1	0	0	1	0	1	5	1	1	2
7.1c	5	0	2	0	0	0	1	1	4	2	0	2
7.1d	3	3	1	0	0	0	1	0	5	1	1	2
7.2a	3	1	4	0	0	1	0	0	5	3	0	2
7.2b	6	1	1	0	0	0	0	3	5	1	0	1
7.2c	5	1	1	0	0	0	0	2	4	1	1	1
7.2d	6	0	1	0	0	0	0	1	6	0	1	1
7.2e	4	1	2	0	0	0	0	2	2	0	1	3
7.2f	3	2	3	0	0	0	0	0	4	2	1	3
7.2g	3	3	1	0	0	0	0	0	6	2	0	2
7.2h	3	3	3	0	0	0	0	0	6	1	1	2
7.2i	3	2	2	0	0	1	1	0	4	2	0	2
7.2j	7	0	1	0	0	0	1	1	4	1	0	2
7.3a	5	2	1	0	0	0	0	1	5	1	0	2
7.3b	6	0	1	0	0	0	1	3	3	0	0	1
7.3c	6	0	1	0	0	0	0	2	4	2	0	2
7.3d	5	0	2	0	0	0	0	1	5	1	1	2
7.3e	6	1	1	0	0	0	0	1	5	2	0	2

PERSONNEL

Overview

During the past year, Occupational Education Administration Project: Phase III involved several persons in many different roles. Ten Southern Illinois public high school occupational teachers participated in the project as students; eleven Local Cooperating Administrators from Southern Illinois public high schools provided on-site supervision of project participants during their internships. Four Southern Illinois University Educational Administration Professors served as University Supervisors in a liaison capacity between Project Staff and Local Cooperating Administrators and Project Students. A Project Staff which consisted of an Occupational Education Professor, an Educational Administration Professor, five Graduate Assistants, and five Student Workers provided leadership, coordination, some instruction, and processed the forms necessary for the project to operate efficiently and effectively. In addition, several Southern Illinois University Faculty and Staff and State of Illinois Division of Vocational and Technical Education Professional Staff served as resource persons in various capacities. Names and positions of the personnel who were

involved are as follows:

PARTICIPANTS, ADMINISTRATORS, AND SUPERVISORS

Project Participant: Norma L. Brown

Local Cooperating Administrator
Mr. Jim Webb, Principal
Beecher City High School
Beecher City, Illinois

University Supervisor
Dr. Dale E. Kaiser
Educational Administration and Foundations
Southern Illinois University at Carbondale

Project Participant: Carroll L. Doerner

Local Cooperating Administrator
Mr. Charles L. Swinney, Principal
DuQuoin High School
DuQuoin, Illinois

University Supervisor
Dr. Jacob O. Bach
Educational Administration and Foundations
Southern Illinois University at Carbondale

Project Participant: J. Michael Greer

Local Cooperating Administrator
Mr. Robert H. Evans, Superintendent
Carlyle High School
Carlyle, Illinois

University Supervisor
Dr. Dale E. Kaiser
Educational Administration and Foundations
Southern Illinois University at Carbondale

Project Participant: Peggy L. Harriman

Local Cooperating Administrators
Mr. James W. Heil, Principal and Assistant Superintendent
Marissa High School
Marissa, Illinois

Mr. Marion W. Hollander, Principal and Assistant Superintendent
New Athens High School
New Athens, Illinois

University Supervisor
Dr. Edward M. Sasse
Educational Administration and Foundations
Southern Illinois University at Carbondale

Project Participant: Douglas C. Lambert

Local Cooperating Administrator
Mr. Donald L. Woodard, Superintendent
Centralia High School
Centralia, Illinois

University Supervisor
Dr. Dale E. Kaiser
Educational Administration and Foundations
Southern Illinois University at Carbondale

Project Participant: Edythe G. Morray

Local Cooperating Administrator
Mr. James E. Little, Director
of Vocational Education
East St. Louis High School
East St. Louis, Illinois

University Supervisor
Dr. John R. Verduin, Jr.
Educational Administration
and Foundations
Southern Illinois University
at Carbondale

Project Participant: Patricia L. Sayers

Local Cooperating Administrator
Mr. Lawrence Kinkade, Superintendent
Vienna Township High School
Vienna, Illinois

University Supervisor
Dr. Jacob O. Bach
Educational Administration
and Foundations
Southern Illinois University
at Carbondale

Project Participant: Susan M. VonBurg

Local Cooperating Administrator
Mr. Floyd E. Henson, Superintendent
Flora High School
Flora, Illinois

University Supervisor
Dr. Edward M. Sasse
Educational Administration
and Foundations
Southern Illinois University
at Carbondale

Project Participant: Leland C. Wells

Local Cooperating Administrator
Mr. David McClintock, Superintendent
Nashville Community High School
Nashville, Illinois

University Supervisor
Dr. Dale E. Kaiser
Educational Administration
and Foundations
Southern Illinois University
at Carbondale

Project Participant: Ronald W. Weseloh

Local Cooperating Administrator
Mr. Eugene Holmes, Superintendent
Red Bud Community High School
Red Bud, Illinois

University Supervisor
Dr. Edward M. Sasse
Educational Administration
and Foundations
Southern Illinois University
at Carbondale

PROJECT STAFF

DIRECTOR: Dr. Wayne S. Ramp, Professor, Occupational Education. As Director, Dr. Ramp assumed fiscal and program responsibility for all aspects of the Occupational Education Administration Project: Phase III.

ASSISTANT DIRECTOR: Dr. James C. Parker, Associate Professor, Educational Administration and Foundations. Dr. Parker assisted Dr. Ramp, developed curriculum materials, taught many of the Occupational Education Administration performances, and served as liaison between the Project's staff and the Educational Administration

University Supervisors.

GRADUATE ASSISTANTS: John L. Bradley, Ph.D Candidate in Occupational Education: Charlotte Ferketich M.S. Ed. Student in Occupational Education; Joyce K. Perry, M.S. Ed. Student in Occupational Education; Kathleen A. Pirages, M.S. Ed. Student in Occupational Education; Geraldine Roberts, M.S. Ed. Student in Occupational Education.

STUDENT WORKERS: Laurie Glennon, Connie Reinhart, Larry Sims, Terry Stains, and Mindy White served as the Project's Student Workers.

RESOURCE PERSONS

Division of Vocational and Technical Education

Sherwood Dees, Director: Mr. Dees provided guidance and served as host to Occupational Education Administration Project participants during their field trip to the State of Illinois Office of Education.

Rebecca Douglas, Editor of Publication: Ms. Douglas presented the Division of Vocational and Technical Education "Request For Proposal Process" at the joint Illinois State University and Southern Illinois University at Carbondale meeting held in Effingham.

Bonnie Gillenberg, Director, Region 6; Ms. Gillenberg assisted Project Staff in selecting project participants and internship sites. She also made two presentations regarding Division of Vocational and Technical Education--Local Education Agency interface in regard to fiscal policy, management and the Three Phase Evaluation System.

Charles Hempstead, Education Professions Development Personnel Development Coordinator: Dr. Hempstead coordinated Division of Vocational and Technical Education concerns related to project functions and assisted interns in acquiring an understanding of the depth and breadth of Division of Vocational and Technical Education services available to Local Education Agencies.

Richard Hofstrand, Head Consultant for Inservice Education, Professional and Curriculum Development Unit: Dr. Hofstrand presented the Division of Vocational and Technical Education's Inservice Education program at the joint Illinois State University and Southern Illinois University at Carbondale meeting in Effingham.

Roy McDermott, Coordinator, Private, Business, and Vocational Schools Task Force: Mr. McDermott gave a presentation on the future of Career and Occupational Education in Illinois and the current status of pertinent state and federal legislation.

William Reynolds, Coordinator: Mr. Reynolds coordinated the cooperative Illinois State University and Southern Illinois University efforts.

Southern Illinois University

William K. Applegate, Occupational Coordinator: Mr. Applegate served as liaison between Occupational Education Administration Project Staff and the State of Illinois Division of Vocational and Technical Education.

Elmer J. Clark, Dean, College of Education: Dr. Clark was involved in the project in a supportive capacity. As Dean, he was involved in the approval of the project participants' graduate programs and provided testimony for approval of State of Illinois Level I General Supervisory Endorsement for Certification for the participants, as stipulated in the proposal. As the project was conducted within and with the approval of the College of Education, Dean Clark was never far removed from any phase of the project.

Bill G. Gooch, Coordinator, Occupational Education Program: The Occupational Education Administration Project is an interdisciplinary Occupational Education and Educational Administration and Foundations project. It was housed in Occupational Education. Accordingly, Dr. Gooch was involved in the project in a supportive role.

Edward B. Sasse, Chairman, Department of Educational Administration and Foundations: Because the Occupational Education Administration Project is an interdisciplinary project involving the Occupational Education Program and Department of Educational Administration and Foundations, Dr. Sasse was involved in a supportive capacity. He recommended and approved the project's instructional components for State of Illinois Level I General Supervisory Endorsement for Certification. In addition, Dr. Sasse served as three project participant's University Supervisor.

James A. Sullivan, Chairman, Department of Vocational Education Studies: The Occupational Education Program is one component of the Department of Vocational Education Studies. Accordingly, Dr. Sullivan was involved in the Occupational Education Administration Project in a supportive role. Dr. Sullivan served in a liaison capacity for the project to the College of Education and Department of Educational Administration and Foundations.

PROJECT PARTICIPANTS' VITAE

Each of the prospective Occupational Educational Administrators, whose resumes are presented herein, entered the project with a unique combination of professional education and experience. All have completed the requirements for State of Illinois General Supervisory Level I Endorsement for certification and some have completed the requirements for a Level II Certificate. They are a highly motivated and capable group of men and women.

Participant's Name	Specializations	Page
Norma L. Brown	Vocational Home Economics, Consumer Education and Adult Education	21
Carroll L. Doerner	Cooperative Education Coordination, Machine Shop, Drafting, Mathematics, Industrial Arts and Coaching	24
J. Michael Greer	Vocational Coordination and Business Education	27
Peggy Lee Harriman	Cooperative Education Coordination and Business Education	29
Douglas Lambert	Graphic Arts, Machine Shop, Drafting and Special Education	31
Edythe G. Morray	Consumer Education, Art, Arts and Crafts, Clothing, Foods, Home Economics, and Adult Education	33
Patricia L. Sayers	Business Education and Consumer Education	36
Susan M. VonBurg	Vocational Coordination and Special Education	38
Leland C. Wells	Vocational Agriculture	40
Ronald W. Weseloh	Industrial and Occupational Education . .	42

Norma L. Brown
Box 152
Beecher City, Illinois 62414
(618) 487-5794

EDUCATION

Southern Illinois University at Carbondale, Concentration in Occupational Education and Educational Administration, 1975.

Eastern Illinois University, Charleston, Illinois, Master of Science in Education, Emphasis on Home Economics and Vocational Management, 1972.

Eastern Illinois University, Charleston, Illinois, Bachelor of Science in Educacion. Major in Home Economics and Minor in Chemistry, 1956.

PROFESSIONAL EXPERIENCE

Beecher City High School, Beecher City, Illinois, 1957-present. Department of Home Economics Head, 1957 to present; Vocational Home Economics teacher, 1957 to 1975; Consumer Education teacher, 1968 to 1975; Adult and Continuing Education Instructor 1957 to 1975. Home Economics Related Occupations Sponsor, 1970 to 1975; Future Homemakers of America Sponsor, 1957 to 1975; Senior Class Sponsor, 1961 to 1975; Student Council Sponsor, 1972 to 1972; Recommended as an Outstanding Educator in America, 1975.

Extension Service,University of Illinois, 1955-1957. Adult Education Instructor, Supervisor of the Clay County 4H Clubs, and Supervisor of the Clay County Home Bureau Board.

PROFESSIONAL MEMBERSHIPS

Beecher City Education Association, 1957-present; various committees.

Effingham County Education Association, 1957-1969; Treasurer 1965; First Vice President, 1969.

Illinois Education Association, 1957-present; Delegate, 1970.

National Education Association, 1957-present; Delegate, 1969.

Illinois and American Vocational Education Associations, 1957-present.

Illinois and American Home Economics Associations, 1957-present.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 502, Intro-

duction to Theory; EDAF 513, Supervision of Instruction; EDAF 517, Legal Basis of American Education; EDAF 595, Internship.

Occupational Education: OE 492, Special Problems; OE 510, Planning Facilities.

Home Economics: HEC 459, Administration of Child Care Programs; HEC 505, Administration and Supervision of Occupational Education; HEC 506, Cooperative Occupational Education; HEC 546, Current Issues and Trends; HEC 547, Evaluation; HEC 575, Independent Study.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances outlined in the Occupational Educational Leadership: A Performance Based Approach portfolio while interning at Beecher City, High School, Beecher City, Illinois. The Local Cooperating Administrator was Jim Webb, Principal. The University Supervisor was Dr. Dale E. Kaiser, Associate Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related Experience: Participated in a supervised visit of the Decatur Area Vocational Center and State of Illinois Division of Vocational and Technical Education, attended and made a presentation at the Illinois Vocational Education Convention, and made presentations on Career and Occupational Education to the local teachers association and Kiwanis Club.

CAREER GOALS AND PHILOSOPHY

My immediate goal is to be named vocational director at my school. My intermediate goals are to continue my education until I qualify for the Level II Supervisory Certificate and to gain the experience necessary to qualify for a Level III Supervisory Certificate. My long-range goals are to continue education in the promotion of occupational education and to continue to up-date skills to become a better teacher and administrator.

The attainment of these goals is important to me because I believe in the traditional values of the Christian work ethic. By working toward these values, I should be able to help myself and my students in the maintainance of a worthwhile and contributing role to society.

The attainment of these goals is important to my profession because I believe education should be more than "education for education's sake." It should provide a tangible means for supporting the individual and society. In the teaching of students I hope to inculcate these beliefs while furthering my profession.

CREDENTIALS

State of Illinois Level I, General Supervisory Endorsement for Certification.

State of Illinois Limited High School Teaching Certificate.

Carroll L. Doerner
229 North Maple
DuQuoin, Illinois 62832
(618) 542-5146

EDUCATION

Southern Illinois University at Carbondale, Master of Science in Education, concentration in Occupational Education and Educational Administration, 1975.

Southern Illinois University at Carbondale, Bachelor of Science in Education, concentration in Industrial Arts and Mathematics, 1957.

PROFESSIONAL EXPERIENCE

DuQuoin High School, DuQuoin, Illinois. Cooperative Education Coordinator, Sophomore Football Coach and Acting Vocational Director, 1970-present.

Mendota High School, Mendota, Illinois. Machine Shop teacher, Drafting teacher, and Freshman Football Coach, 1968-1970.

Rantoul Junior High School, Rantoul, Illinois. Mathematics teacher, 1967-1968.

Golconda High School, Golconda, Illinois. Mathematics teacher and Basketball Coach, 1966-1967.

La Moille High School, La Moille, Illinois. Mathematics teacher, Industrial Arts teacher, and Assistant Coach, 1958-1966.

Enfield High School, Enfield, Illinois. Mathematics teacher, Industrial Arts teacher, and Assistant coach, 1957-1958.

PROFESSIONAL MEMBERSHIPS

Illinois and American Vocational Associations, 1960-present.

DuQuoin Education Association, 1970-present; President 1973-1974.

Illinois Education Association, 1960-present; Delegate, 1960, 1966.

National Education Association, 1960-present; Delegate, 1974.

Illinois Industrial Education Association, 1960-present.

Illinois Cooperative Vocational Education Coordinators Association, 1970-present.

Southern Illinois Coaches Association, 1970-present.

SPECIALIZATION

Educational Administration: EDAD 420, Legal Bases of American Education, EDAD 424, School Administration; Educ 456, School Supervision; EDAF 501, Processes; EDAF 503, Introduction to Theory; Educ 564, High School Principalship; EDAF 595, Internship.

Occupational Education: OE 485, Principles and Philosophy; OE 501, Legislation, Organization and Application; IT Ed 506, Cooperative Programs; OE 510, Planning Facilities; OE 541 Occupational Information and Guidance.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances outlined in the Occupational Educational Leadership: A Performance Based Approach portfolio while interning at DuQuoin High School, DuQuoin, Illinois. The Local Cooperating Administrator was Charles L. Swinney, Principal. The University Supervisor was Dr. Jacob Olav Bach, Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related experiences: Appointed chairman of the DuQuoin High School Vocational Program review committee, served as a team member during a State of Illinois Division of Vocational and Technical Education public school evaluation, attended the Illinois Vocational Association Convention, the State of Illinois Division of Vocational and Technical Education's Career Guidance Workshop and workshop on Reimbursement and Forms.

CAREER GOAL AND PHILOSOPHY

I am interested for the present in remaining at DuQuoin High School and perform the duties of vocational director in order to improve and promote vocational education and career education in the DuQuoin schools. My long range plans are to continue my education and move into higher education in an administrative capacity or teaching vocational education courses. I feel that working in higher education is a challenge which appeals to me now after having worked on the secondary level for eighteen years.

CREDENTIALS

State of Illinois Level II General Administrative Endorsement.

State of Illinois Limited High School Teachers Certificate.

Qualified as a Cooperative Coordinator according to Division of Vocational and Technical Education Guidelines.

J. Michael Greer
RR #1, Edgewater
Carlyle, Illinois 62231

EDUCATION

Southern Illinois University at Carbondale, Master of Science in Education, Concentration in Occupational Education and Educational Administration, 1975.

DePauw University, Greencastle, Indiana, Bachelor of Arts, concentration in Economics and Accounting, 1967.

PROFESSIONAL EXPERIENCE

Carlyle High School, Carlyle, Illinois. Vocational Coordinator and Business Teacher, 1971-present. Major accomplishments include the establishment of the Carlyle High School's Work Study Program.

PROFESSIONAL MEMBERSHIPS

Illinois and American Vocational Associations, 1973 to present.

Illinois Business Education Association, 1971 to present. Member of the Executive Board, 1973-75.

Illinois Education Association, 1971 to present. Local organization.

Carlyle Education Association, 1971 to present. Vice President, 1974.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 503, Introduction to Theory; EDAF 513, Supervision; EDAF 595, Internship.

Occupational Education: OE 492, Special Problems; OE 501, Legislation, Organization and Application; OE 510, Planning Facilities.

Business Education: SEC 405, Teaching General Business Subjects; SEC 409, Teaching Distributive Education; SEC 414B, Organization and Administration of Vocational Business Education.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances outlined in the Occupational Educational Leadership: A Performance Based Approach portfolio while interning at Carlyle High School. The Local Cooperating Administrator was Robert Evans, Superintendent. The

University Supervisor was Dr. Dale E. Kaiser, Associate Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related Experiences: Planned and wrote the Carlyle High School one and five year vocational education plan. Participated in the hiring of faculty and curriculum and facilities evaluation. Served as an evaluation team member during a State of Illinois Division of Vocational and Technical Education public school evaluation, attended a two day workshop and visitation, and served as a Management Information System Consultant, all with the Division of Vocational and Technical Education. Attended the Illinois Vocational Association Convention in Springfield.

CAREER GOAL AND PHILOSOPHY

My short term goal is to obtain my Level II certificate. Along with the aforementioned, I hope to continue actively in teaching. Once I receive my certification, I hope to go into the administrative phase of Vocational Education, teaching part-time and performing the functions of a Vocational Director part-time. Finally, my long range goal is to secure a Business Manager/Vocational Director position with a school district.

CREDENTIALS

State of Illinois Level I General Supervisory Administrative Endorsement for certification.

State of Illinois 6-12 Teaching Certificate.

Approved as Cooperative Coordinator according to Division of Vocational and Technical Education Guidelines.

Peggy Lee Harriman
523A East Washington
Belleville, Illinois 62221
(618) 234-3138

EDUCATION

Southern Illinois University at Carbondale, Master of Science in Education. Concentrations in Occupational Education and Educational Administration, 1975.

Southern Illinois University at Carbondale, Bachelor of Science in Education. Major in Business Education, 1972.

PROFESSIONAL EXPERIENCE

Marissa Unit District #40 High School, Marissa, Illinois and New Athens Unit District #60 High School, New Athens, Illinois, Cooperative Education Coordinator 1974 to present. Major accomplishments include the establishment and sponsorship of the Future Business Leaders of America Youth Group, and further development of the joint cooperative education program.

Trico Unit District #176 High School, Campbell Hill, Illinois, Business Education teacher, 1972-1974. Sponsored the Future Business Leaders of America Club and the Junior and Senior Classes.

PROFESSIONAL MEMBERSHIPS

Marissa, Illinois and National Education Associations, 1972-present.

Southern Illinois, Southwest Area, and Illinois Business Education Associations, 1972-present.

Illinois and American Vocational Associations, 1971-present.

Pi Omega Pi National Business Teacher Education Honor Society, 1971-present.

Delta Pi Epsilon National Honorary Graduate Fraternity in Business Education, 1975 to present.

Iota Lambda Sigma, Occupational Education Fraternity, 1975-present.

The Southern Illinois Council of Occupational Education Leaders, Charter Member, 1975.

Each year I have taken an active part in the meetings and workshops held by the above organizations.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 503, Introduction to Theory; EDAF 513, Supervision of Instruction; EDAF 595, Internship.

Occupational Education: OE 492, Special Problems; OE 500, Research; OE 501, Legislation, Organization and Administration; OE 510, Planning Facilities.

Business Education: BE 409, Teaching Distributive Education; SEC 414A, Organization and Administration of Vocational Business Education.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances outlined in the Occupational Educational Leadership: A Performance Based Approach portfolio while interning at Marissa and New Athens High Schools. The Local Cooperating Administrators were James W. Heil, Principal and Assistant Superintendent, Marissa High School and Marion W. Hollander, Principal and Assistant Superintendent, New Athens High School. The University Supervisor was Dr. Edward M. Sasse, Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related experiences: Served as a team member during a State of Illinois Division of Vocational and Technical Education evaluation of a public school, attended the Southern Illinois Business Education Association and Southwest Area Business Education Association conventions, and observed the Open System of teaching at Parkway North High School.

GOALS AND OBJECTIVES

My immediate goal is to gain more experience as a Cooperative Education Coordinator. I feel this position has given me invaluable experience in program planning, evaluation, teaching, and public relations. My intermediate goal is to acquire the academic and leadership experience necessary to serve as a Vocational Director. My future goal is to seek a Vocational Director's position.

CREDENTIALS

State of Illinois Level I General Supervisory Administrative Endorsement for Certification.

State of Illinois 6-12 Teaching Certificate.

Douglas Lambert
211 Bruce Court
Centralia, Illinois 62801
(618) 532-8237

EDUCATION

Southern Illinois University at Carbondale. Concentration in Educational Administration and Occupational Education, 1975.

Murray State College, Murray, Kentucky. Master of Science in Industrial Arts, 1973.

Murray State College, Murray, Kentucky. Bachelor of Science in Industrial Arts, 1968.

PROFESSIONAL EXPERIENCE

Centralia High School, Centralia, Illinois, 1968-present. Graphic Arts teacher, 1972, 1973 and 1974; Basic Machine Shop teacher, 1969; Basic and Advanced Drafting, 1970, 1971 and 1972; Special Education Woodworking Lab. 1972-1973; and Centralia High School's Reproduction Manager, 1972 to present.

PROFESSIONAL MEMBERSHIPS

Centralia, Illinois, and American Educational Associations, 1968 to present.

Epsilon Pi Tau Honorary Fraternity, 1965 to present.

Illinois and American Vocational Associations, 1968 to present.

Illinois Roundtable for Industrial Education, 1968 to present.

Organization of Southern Illinois Occupational Leaders, Charter Member, 1975.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 503, Introduction to Theory; EDAF 513, Supervision; EDAF 595, Internship.

Occupational Education: OE 492, Special Problems; OE 510, Planning Facilities.

INTERNSHIP

Completed the 159 Occupational Education Association Performances outlined in the Occupational Education Leadership: A Performance Based Approach portfolio while interning at Centralia High School. The Local Cooperating Administrator was Donald L. Woodard, Superintendent. The University Supervisor was Dr. Dale E. Kaiser, Associate Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related experiences: Served as a team member during a State of Illinois Division of Vocational and Technical Education evaluation of a public school and participated in a two-day supervised visit to the State Office of Education.

CAREER GOAL AND PHILOSOPHY

At the present, I plan to continue my education toward level two-principalship endorsement, but as everyone knows your plans can be changed if the right job offer comes along. I would be willing to move any place in the U.S. for the right job, such as Area Vocational Director or Principal. My basic philosophy of education is every student graduate from high school should have a salable skill. It is then up to the student the direction they go after graduation.

CREDENTIALS

State of Illinois Level I General Supervisory Administrative Endorsement.

State of Illinois Provisional High School Teaching Certificate.

Edythe G. Morray
521 North Locust Street
Flora, Illinois 62839
(618) 662-8843
(618) 662-8241

EDUCATION

Southern Illinois University at Carbondale, Occupational Education Administration Project, August, 1975.

Southern Illinois University at Carbondale, Post Masters Study, 30 semester hours, primarily Vocational Education, 1971-1974.

University of Illinois at Urbana, Master of Education, Specialization in Home Economics, 1971.

Southern Illinois University at Carbondale, Bachelor of Science. Concentration in Home Economics and Art, 1946.

PROFESSIONAL EXPERIENCE

East St. Louis Senior High School, East St. Louis, Illinois. Consumer Education and Art Teacher, 1970 to present.

Thornton Fractional Township High School, Calumet City, Illinois. Arts and Crafts, Male Cookery, Consumer Education and Art Teacher, 1967-1970. Title I Supervisor, 1968.

Edgewood Junior High School, Highland Park, Illinois. Adult Education, Arts and Crafts and Clothing Teacher, 1965-1966.

New Community High School, Villa Park, Illinois. Home Economics Teacher, 1954-1956.

Chicago City Schools, Chicago, Illinois. Home Economics Teacher, 1953-1954.

Flora High School, Flora, Illinois. Home Economics Teacher, 1952.

Fairfax High School, Los Angeles, California. Home Economics, Social Arts, Clothing and Foods Teacher, 1950.

Xenia, Illinois, one room school. All grades, subjects, and activities, 1943.

PROFESSIONAL MEMBERSHIPS

Illinois and American Vocational Associations, 1957 to present.

National Association of Vocational Home Economics, 1947 to present.

St. Clair County Vocational Teachers Association, 1970 to present;

Southern Illinois Council of Occupational Education Leaders Association, Charter Member, 1975.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 503, Introduction to Theory; EDAF 513, Supervision; EDAD 517, Legal Bases of American Education; EDAF 595, Internship.

Occupational Education: OE 492, Special Problems; OE 510, Planning Facilities.

Home Economics: HEC 404, Sex Education: HEC 410, Problems in Family Living; VOTEC 450, Evaluation in Home Economics; VOTEC 456, Trends in Home Economics; HEED 500, Research; HEED 505, Home Economics in Secondary Schools; HEED 510, Supervision of Home Economics Education.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances outlined in the Occupational Education Leadership: A Performance Based Approach portfolio while interning at East St. Louis Senior High School. The Local Cooperating Administrator was Mr. James E. Little, Vocational Director. The University Supervisor was Dr. John R. Verduin, Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related experiences: Participated as a team member on a State of Illinois Division of Vocational and Technical Education public school evaluation, completed a two day supervised visit to the Division of Vocational and Technical Education state office in Springfield and participated in a two-day Consumer Education workshop.

CAREER GOAL AND PHILOSOPHY

Philosophy: I have tried to be a consistent example of high ideals towards Life in the roles of wife, mother, daughter, sister and teacher and as an educator in all with discovery for self and insight and ambitions toward the future and for future generations. I wish to continue to grow in high ideals and knowledge all my life.

Career Goals: Work as an educator. Eventually, I hope to earn my Doctorate.

CREDENTIALS

State of Illinois Level II General Administrative Endorsement for Certification

State of Illinois Special K-14 Teaching and Supervisory Certificate

State of Illinois 6-12 High School Teaching Certificate

Patricia Louise Sayers
1008 South Webster Street
Harrisburg, Illinois 62946

EDUCATION

Southern Illinois University at Carbondale, Master of Science, Concentration in Business Education, 1966. Concentration in Educational Administration, 1975.

Southern Illinois University at Carbondale, Bachelor of Science, Concentration in Business Education, 1965.

PROFESSIONAL EXPERIENCE

Vienna Township High School, Vienna, Illinois. Business Education and Consumer Education teacher and yearbook faculty advisor, 1967 to present.

PROFESSIONAL MEMBERSHIPS

Beta Gamma Sigma, Business Education National Scholarship Society, 1968 to present.
Delta Pi Epsilon, Business Education honorary graduate fraternity, 1973 to present.
Johnson County Teachers Association, 1967 to present; Secretary, 1974.
Southern Illinois School Press Association, 1973 to present; Executive Board Member 1974-75.
Southern Illinois Business Education Association, 1966 to present.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 520a, Legal Bases of American Education; EDAF 524c, School Administration Theory; EDAF 556a, Educational Supervision; EDAF 595, Internship.

Occupational Education: OE 492, Special Problems; OE 510, Facilities Planning.

Business Education: BE 407, Office Management; BE 417, Data Processing; BE 414, Organization and Administration; BE 500, Readings; BE 502, Research; BE 503, Tests and Measurements.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances outlined in the Occupational Education Leadership: A Performance Based Approach portfolio while interning at Vienna High School, Vienna, Illinois.

The Local Cooperating Administrator was Mr. Lawrence Kinkade, Superintendent. The University Supervisor was Dr. Jacob Olav Bach, Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related experiences: Completed a two day workshop and a supervised visit, both with the State of Illinois Division of Vocational and Technical Education.

CAREER GOAL AND PHILOSOPHY

My career goal is a leadership position whereby the skill and knowledge I possess can be utilized to help students determine their future goals realistically and to support them in the achievement of these goals through every means available. Because of my classroom experience, I appreciate the time and energy involved in teaching young people, but the job does not stop there--a coordinator can unite the students' world and the work-a-day world. I want to meet the public while representing the educational objective of helping students to use and value their learning experiences.

CREDENTIALS

State of Illinois Level II General Administrative Endorsement for Certification

State of Illinois 6-12 Teaching Certificate

Susan M. VonBurg
1891 Mulliken Street
Carlyle, Illinois 62231
(618) 594-2625

EDUCATION

Southern Illinois University at Carbondale, Master of Science in Education, Concentration in Occupational Education and Educational Administration, 1975.

Southern Illinois University at Carbondale, Bachelor of Science in Education, Concentration in Special Education, 1973.

PROFESSIONAL EXPERIENCE

Flora High School, Flora, Illinois. Special Education Teacher-Coordinator, 1973-present.

PROFESSIONAL MEMBERSHIPS

Council For Exceptional Children, 1972-present. Secretary, 1974-1975; President Elect, 1975-1976.

Unit Education Association, 1973-present. Building Representative, 1974-1975; Regional Council Representative, 1975-1976.

Illinois and American Vocational Associations, 1973-present.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 503, Introduction to Theory; EDAF 513, Supervision; EDAF 595, Internship.

Occupational Education: OE 485, Principles and Philosophy; OE 492, Special Problems; OE 501, Legislation, Organization and Application; OE 502, Evaluation of Programs; OE 510, Planning Facilities.

Special Education: SPE 404, Problems and Characteristics of the Learning Disabled Child; SPE 405, Introduction to Special Education; SPE 412, Assessment and Planning; SPE 421, Methods and Materials for Teaching; SPE 423, Direct Observation of the Learning Disabled Child.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances outlined in the Occupational Educational Leadership: A Performance Based Approach portfolio while interning at Flora High School, Flora, Illinois.

The Local Cooperating Administrators were: Mr. Floyd Henson, Superintendent; Mr. Jerry Overby, Principal; and Mrs. Mary Beth Stine, Vocational Director. The University Supervisor was Dr. Edward M. Sasse, Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related experiences: participated in a State of Illinois Division of Vocational and Technical Education three Phase Evaluation, State of Illinois Special Education evaluation, and a supervised visit to the State Office of Education in Springfield.

CAREER GOALS AND OBJECTIVES

My immediate career goal is to follow the administrative avenue of a vocational director or a special education coordinator. As a long range goal, I hope to further my academic preparation and become a Special Education Director.

Education is a right of all children. Disadvantaged and handicapped students need a combination of both special education and vocational education. I feel that my academic background and preparation will allow me to work for such students much more effectively.

Leland C. Wells
RR #3
Nashville, Illinois 62263
(618) 327-8139

EDUCATION

Southern Illinois University at Carbondale, Master of Science in Agricultural Industries, 1964, concentration in Educational Administration, 1975.

Southern Illinois University at Carbondale, Bachelor of Science in Agricultural Education, 1958.

PROFESSIONAL EXPERIENCE

Nashville Community High School, Nashville, Illinois, Vocational Agriculture teacher, 1964-present. Acting Vocational Director, 1968-present.

Dongola High School, Dongola, Illinois, Vocational Agriculture teacher, 1961-1963.

Ullin High School, Ullin, Illinois, Vocational Agriculture teacher, 1958-1961.

PROFESSIONAL MEMBERSHIPS

Illinois and American Vocational Associations, 1958 to present. Sectional Chairman, 1965; District Director, 1967.

Illinois Education Association, 1958 to present. Vice-President, 1968; President, 1969; Chairman of Welfare Committee, 1967.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 503, Introduction to Theory; EDAF 513, Supervision; EDAF 595, Internship; EDAF 520, School Law; EDAF 534a, School Finance.

Occupational Education: OE 492, Special Problems; OE 510, Planning Facilities.

Agricultural Industries: AG 452, Agricultural Prices; AG 520, Readings; AG 550, Production Management; AG 575, Research.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances outlined in the Occupational Educational Leadership: A Performance Based Approach portfolio while interning at Nashville High School, Nashville, Illinois. The Local Cooperating Administrator was Mr. David McClintock, Superintendent. The University Supervisor was Dr. Dale E. Kaiser, Associate Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related experiences: Served as a team member during a State of Illinois Division of Vocational and Technical Education public school evaluation; served as a member of a North Central Accrediting Association evaluation team and on the Nashville High School Steering Committee. Planned and supervised construction of new shop facilities and hired additional faculty members.

CAREER GOAL AND PHILOSOPHY

I hope to remain in teaching in the near future, but hope to become more involved in vocational education as a coordinator of interrelated cooperative programs and as vocational director. I believe education will be more meaningful to teachers and students in the coming years and thus an interesting challenge to everyone.

CREDENTIALS

State of Illinois Level I General Supervisory Administrative Endorsement.

State of Illinois Limited High School Teaching Certificate.

Ronald J. Weseloh
511 E. South 2nd Street
Red Bud, Illinois 62278
(618) 282-3427

EDUCATION

Southern Illinois University at Carbondale, Master of Science in Education, Concentration in Occupational Education and Educational Administration, August 1975.

Murray State University, Bachelor of Science in Industrial Education, June 1970.

PROFESSIONAL EXPERIENCE

Red Bud Community Unit High School, Red Bud, Illinois. Industrial and Occupational Education teacher, 1970-present. Major accomplishments include the establishment and utilization of a Citizens Advisory Council, introduction of several new Occupational Education courses and presentation of district wide in-service education programs on "The Vocational Director."

PROFESSIONAL MEMBERSHIPS

Illinois and American Vocational Association, 1970-present.

Illinois and National Education Association 1970-present.

Southern Illinois Council of Occupational Education Leaders, Charter Member, 1975.

SPECIALIZATION

Educational Administration: EDAF 501, Processes; EDAF 503, Introduction to Theory; EDAF 513, Supervision; EDAF 595, Internship.

Occupational Education: OE 485, Principles and Philosophy; OE 492, Special Problems; OE 500, Research; OE 501, Legislation, Organization, and Application; OE 510, Planning Facilities.

INTERNSHIP

Completed the 159 Occupational Education Administration Performances

outlined in the Occupational Educational Leadership: A Performance Based Approach portfolio while interning at Red Bud Community Unit High School. The Local Cooperating Administrator was Mr. Eugene Holmes, Superintendent. The University Supervisor was Dr. Edward M. Sasse, Professor, Educational Administration and Foundations, Southern Illinois University at Carbondale.

Related experiences: Assisted in writing Red Bud Community High School one and five year vocational education plan, participated in organizational development activities, staff recruitment, and program follow-up study. Attended the Illinois Vocational Association Convention, the Legislation Workshop in Springfield, a two-day Occupational Safety and Health Act Workshop at Southern Illinois University at Carbondale, and participated in a supervised visit of the State of Illinois Division of Vocational and Technical Education Office in Springfield.

CAREER GOAL AND PHILOSOPHY

I would like to work into the position of vocational director. I feel that much can be done to help the educational process by involving occupational educational experience into the administration concept. With training in both fields of occupational education and administration I hope to provide an insight to curriculum planning and organizational behavior.

CREDENTIALS

State of Illinois Level I General Supervisory Administrative Endorsement for Certification

State of Illinois 6-12 High School Teaching Certificate

EVALUATION

External Review

Evaluation of the Occupational Education Administration Project: Phase III has been extensive and in depth. The State of Illinois Division of Vocational and Technical Education has funded a Follow-up Study of Participants in Illinois Projects Funded with grants from the Education Professions Development Act (553) for Fiscal Years 1969-1973 and data from this report which pertains specifically to the Occupational Education Administration Project are included herein as Appendix E, page 80. In general the Occupational Education Administration Project received very favorable ratings. Participants stated that the Project had resulted in significant desirable changes in their professional responsibilities, performance, understandings and appreciations. Furthermore, the majority of the project's past participants indicated that their experience as Occupational Education Administration Project participants had a considerable impact on the manner in which they functioned in their professional roles of leader, planner,

teacher, counselor, mediator, educator, school-community liaison, and member of the education profession and community in which the participant is employed and resides.

During June 1975, the State of Illinois Division of Vocational and Technical Education conducted a joint meeting of their funded Occupational Education Administration Projects at Illinois State University and Southern Illinois University at Carbondale. Project participants developed recommendations which they considered would result in a better learning experience for future participants. These recommendations are presented herein in their entirety as Appendix H page 111. In general, Southern Illinois University Occupational Education Administration Project: Phase III participants had four major concerns. They recommended a greater emphasis on the specialized nature of their program, one University Supervisor for all interns, additional development of instructional resources and increased utilization of the Learning Resource Center. The other major concern focused on placement and their prospects of entering Occupational Education leadership positions.

Internal Review

Project Staff conducted an in-depth evaluation of the Occupational Education Administration Project: Phase III during July, 1975. Analysis of the Project Evaluation Report (Appendix G, page 91) resulted in the following critique.

*Occupational Education Administration Project: Phase III interns are satisfied that they have participated in an excellent

quality leadership development program.

*Almost without exception, all interns completed learning experiences and were provided feedback regarding their proficiency in all performance areas.

*A majority of the Occupational Education Administration Project: Phase III graduates participated in all of the seminars and completed several enrichment activities even though not formally required to do so.

*Participants suggestions for improvement indicate a sincere desire on their part, to develop proficiency in all areas of performance.

*All local cooperating administrators were not oriented to the project's goals and procedures until well into the academic year.

*Courses taught by professors other than Project Staff, were not as oriented to the 159 OEAP performances as courses taught by Occupational Education Administration Project Staff.

*Interns were generally permitted to assume leadership roles while developing proficiency in "safe" paper work performances.

*Interns were generally not permitted to develop proficiency in performance areas involving interpersonal relationships in an on-the-job setting.

*Some interns were not assisted and critiqued by their local cooperating administrators.

*One intern indicated that the internship experience was totally worthless to that participant's professional development.

CONCLUSIONS

Analysis of the various Occupational Education Administration Project's evaluations has resulted in some conclusions regarding the continued operation of the project. First and probably most important, the graduates employability and program's acceptance definitely indicated that the Occupational Education Administration Project does prepare Occupational Education Administrators with the proficiency to perform the essential functions of that professional role. However, like all research and development projects, evaluation of the Occupational Education Administration Project: Phase III provides information which indicates need for change.

It appears as if Local Cooperating Administrators should be provided with earlier orientation to the project's goals, more assistance from and closer cooperation with the project's University Supervisor. During Phase III, for the first time, Local Cooperating Administrators were not paid stipends and the assistance they provided interns was sometimes noticeably less than that provided interns of earlier project phases. In fact in one case assistance was indicated, by the intern, to be completely absent. Internship

is an essential component of the Occupational Education Administration Project. There is serious question as to the project's ability to prepare competent Occupational Education administrators without a valid internship. In the future, an early assessment of the quality of the internship will be made. If it appears that the existing arrangement does not provide the necessary learning experiences, project staff will seek to remedy the situation within the existing setting, cancel the student's participation in the Occupational Education Administration Project, or change internship location, whichever is required.

There also appears to be need for a closer coordination between Project staff and non-Project staff who teach courses in which the 159 Occupational Education Administration Project performances are presented. In the future, an orientation similar to that provided local cooperating administrators appears necessary for non-Occupational Education Administration Project professors who provide such instruction.

Study of the evaluation data also indicates that Project staff's emphasis on the interpersonal aspects of Occupational Education Administration is justified. Interns were generally not permitted to assume leadership roles while learning to be proficient in performances that involved difficult interpersonal transactions. As proficiency in these performances is likely to be the critical determinant of success or failure as an Occupational Education administrator and these essential functions of the Occupational Education administrator's professional role are generally not

developed during internships, a continued concentrated effort to teach these proficiencies through the extensive utilization of simulation is in order and perhaps should even be expanded.

In conclusion, the evaluation data appears to bear out the Project staff's emphasis on developing proficiency in the interpersonal aspects of Occupational Education Administration and the project has prepared employable Occupational Education Administrators. However, the evaluation data indicates that there is need for refinement of the orientation provided persons who are involved with the project's instructional components.

Appendix A

OCCUPATIONAL EDUCATION ADMINISTRATION
PROJECT: PERFORMANCE LIST

The performances listed herein were originally identified as being essential to the professional role of Occupational Education Administrator by Ramp and Anderson (1972). They constitute the framework upon which the Occupational Education Administration Project's curriculum is built. The following 159 performances are arranged into seven performance areas and twenty-seven clusters as illustrated in Figure 1.

Figure 1

PROGRAM PLANNING AND IMPLEMENTATION - PERFORMANCE AREA

Occupational Program Planning	External Resources and Planning	Analyzing Operational Programs	Improving Instruction and Curriculum

STAFF RECRUITMENT -- PERFORMANCE AREA

Job Descriptions	Analyzing Applicant Credentials	Interviewing Candidates	Choosing Staff Members

PERSONNEL DEVELOPMENT AND MANAGEMENT PERFORMANCE AREA

New Staff Orientation	Staff In-Service	Organizational Climate

PROGRAM OPERATION - PERFORMANCE AREA

Scheduling Staff	Student Teachers	Advisory Committees	Data Collection and Reports
Work Place Safety	Curriculum/Time Evaluation		

PROGRAM MANAGEMENT - PERFORMANCE AREA

Supervisory Functions	Occupational Program Follow-up	Management Style Development	Complying with Legislation

MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES AND EQUIPMENT PERFORMANCE AREA

Facility and Equipment Budgeting	Purchasing Equipment	Utilizing Physical Facilities

PUBLIC RELATIONS - PERFORMANCE AREA

Ascertaining Public Opinion	Publicizing Occupational Programs	Working with the Community

Occupational Education Administration

Competency List

PROGRAM PLANNING & IMPLEMENTATION: PERFORMANCE AREA 1

Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

Occupational Program Planning

1.1 Given the task of planning a total vocational program, the occupational education leader will be able to:

a. prepare a short-range and a long-range program plan for vocational education in the school.

b. determine the occupations for which training is to be offered in the vocational program.

c. analyze long-range course needs for the vocational program.

d. identify the competencies needed for entry into an occupation.

e. secure assistance from staff members in the preparation of the local plan.

f. submit a proposed program plan to the local administration based upon the results of a vocational education survey.

g. analyze job market, student interests, initial cost, and ongoing cost related to existing or proposed specialized vocational programs.

h. write general objectives for a vocational education program.

i. determine manpower implications for vocational education.

j. verbalize the economic implications for vocational education.

k. secure the services of Federal and State agencies for program development.

l. identify employment trends at the local, state, regional and national level.

m. identify changes in technology and equipment in industry relating to existing vocational programs.

n. design relevant programs and courses that are reflective of constantly changing occupations.

o. provide leadership in the identification of the vocational education purposes and how they relate to the objectives of the institution.

p. develop programs geared to the disadvantaged and special needs student.

q. develop and present a program to prospective students and the community which explains the vocational program available to them.

r. apply the knowledge of state and federal legislation and its impact upon program planning.

External Resources And Planning

1.2 Given the need for using external resources in program planning, the occupational education leader will be able to:

a. enlist the aid of state employment office personnel, key figures in business and industry, state staff, and teacher-training institutions for program planning purposes.

b. consult the local office of the U.S. Employment Service to obtain information on manpower trends and needs.

c. identify the role and function of advisory committees and orient the committee to that role and function.

d. obtain school board authorization for organizing an advisory committee.

e. establish the criteria for and select advisory committee members.

f. establish a working relationship with advisory committee members.

g. enlist the aid of the advisory committee for long-range program planning purposes.

h. use the expertise of the advisory committee in making an analysis of an occupational field.

i. enlist the assistance of management and labor representatives to identify a variety of occupational opportunities.

Analyzing Operational Programs

1.3 Given an operational occupational education program, the occupational education leader will be able to:

a. develop a procedure for keeping all staff members informed about all vocational programs and courses.

b. provide leadership for redesigning programs and courses as a result of an administrative edict.

c. schedule staff and facilities for maximum program utilization.

d. seek agreements with community sources for providing additional program opportunities.

e. evaluate alternative instructional avenues in terms of benefit vs. cost.

f. build flexibility into the vocational schedule so that students can change their level of training if justified.

g. identify specific legal limitations effecting vocational students in hazardous occupations.

h. analyze current and projected instructional needs.

Improving Instruction And Curriculum

1.4 Given the need to improve instruction and modify program components, the occupational education leader will be able to:

a. assess program direction in light of criteria provided through organizational patterns at the state and federal level.

b. involve employers and labor representatives when evaluating vocational courses and programs.

c. involve students, staff members, administrators and outside agencies in the evaluation of the vocational program.

d. develop and implement a procedure for evaluating the total vocational program.

STAFF RECRUITMENT: PERFORMANCE AREA 2

Analyze from a base of knowledge, sources of applicants and the requirements of each position, in terms of job specification, pro-

fessional preparation and interpersonal relations needed for a position.

Writing Job Descriptions

2.1 Given a packet of job descriptions, and other relevant data, the occupational education leader will be able to:

a. determine sources from which applications may be received, i.e., colleges and universities.

b. determine alternate sources of employees such as neighboring schools and industry.

Analyzing Applicant Credentials

2.2 Given a set of credentials and data relevant to the position to be filled the occupational education leader will be able to:

a. determine which person can meet present instructional needs.

b. predict candidate ability to meet future instructional needs.

c. determine the stability of the candidate and the likelihood of providing stability to the staff.

Interviewing Candidates

2.3 Given training in the interview process the occupational education leader will be able to:

a. determine an applicant's perception of his role as an instructor.

b. depict the instructional responsibility of an open position.

c. assess an applicant's attitude toward himself during the interviewing.

d. evaluate the feeling of the applicant about the importance of the position he seeks.

Choosing Staff Members

2.4 After evaluating credentials and interviewing the applicant, the

occupational education leader will be able to:

a. choose the job applicant whose temperament, academic preperation and professional attitude best suit the position open.

b. hire paraprofessional staff members.

PERSONNEL DEVELOPMENT AND MANAGEMENT: PERFORMANCE AREA 3

Stimulate the development of, establish, and evaluate the criteria and the processes by which faculty members may be evaluated, promoted, disciplined, and released through due process in order to assure the quality of the faculty and high faculty morale.

New Staff Orientation

3.1 Given a group of new staff members the occupational education leader will be able to:

a. help new staff members acclimate themselves to the job and the community, especially the first few days.

b. assist new staff members to understand the policies and regulations of the institution.

Staff In-Service

3.2 Given staff needs, individual staff characteristics, a description of the educational environment and its budget, the occupational education leader will be able to:

a. provide in-service training to serve individual needs of those being trained.

b. develop and implement an in-service program for all staff members with special activities for beginning teachers.

c. promote among staff members the desire for constructive interrelationships with students.

d. encourage staff members to pursue academic and work experience to develop or up-date skills.

e. explain to staff members in an objective manner where they are most qualified and where they are most lacking.

f. plan with staff members for their continued professional growth through specific academic and non-academic experiences.

Organizational Climate

3.3 Given individual performances and accomplishments and the personality of staff members, the occupational education leader will be able to:

a. identify factors which provide staff members with job satisfaction and dissatisfaction.

b. state legal requirements for dismissal or failure to grant tenure to a staff member.

c. inform a person when he is in danger of being dismissed and give him the opportunity to take steps to avoid dismissal.

d. inform a person who is not to be rehired specific, concrete reasons for his dismissal.

e. criticize a staff member without stripping him of his dignity.

f. supply another hiring official an objective account of your reasons for dismissing a former staff member if that official contacts you.

g. determine staff members' interests before establishing an in-service training program.

h. maintain staff morale particularly when there is disagreement among staff members concerning one or more aspects of the existing program or new programs being proposed.

i. foster a climate where teachers look for ways to cooperate with other disciplines in providing broader experiences for students.

j. create a climate in which staff members believe that their inquiries are welcomed by colleagues and support personnel alike, and do not represent shortcomings but a desire to learn.

k. explain the position(s) of administrative bodies to staff members who resent or disagree with the position(s) taken.

PROGRAM OPERATION: PERFORMANCE AREA 4

Place in operation all program components, staff, students and all other resources to provide a functional program which meets the needs

of students and the community.

Scheduling Staff

4.1 Given knowledge of staff problems and scheduling difficulties the occupational education leader will be able to:

a. identify methods of securing assistance from your staff in problems arising in program operation.

b. provide a safe, healthful environment which is conducive to staff members work.

c. balance work loads of staff members.

d. utilize effective scheduling of staff members and facilities to afford maximum benefits.

Student Teachers

4.2 Given information on student teaching policies, regulations, and institutional objectives, the occupational education leader will be able to:

a. assist supervising teachers in interpreting policies and regulations of the institution to student teachers.

b. evaluate classroom instruction based on stated goals within the framework of the philosophy and goals of the institution.

c. identify performance standards for each task in an occupation to the staff members training students for that occupation.

Advisory Committees

4.3 Given knowledge of working with advisory committees, institutional or community professionals, the occupational education leader will be able to:

a. recruit businessmen, professionals, and technicians as resource persons for vocational classes.

b. establish working relationships with advisory committee members.

c. supervise the advisory committee in conducting a vocational education survey.

d. indicate resource persons who can provide consultation service to the advisory committee.

e. communicate the date, place, and agenda of an advisory committee meeting to all persons concerned.

f. collect occupational data from employers to identify vocational education needs.

Data Collection And Results

4.4 Given knowledge of special reports, data collection and educational surveys, the occupational education leader will be able to:

a. organize reports into a concise form so that only the data related to the subject of the report is printed.

b. accumulate data of vocational reports required by the state department of education.

c. obtain administrative approval for a vocational education survey.

d. design a concise, clear follow-up instrument which will furnish needed data and that is brief enough that participants will complete and return the instrument.

Work Place Safety

4.5 Given a knowledge of accident prevention, legal requirements, and student special needs, the occupational education leader will be able to:

a. develop and communicate a safety program based on legal requirements and safety standards which will permit optimum utilization of equipment.

b. adapt existing instructional programs to students with special needs.

Curriculum/Time Evaluation

4.6 Given knowledge of vocational programs, scheduling of faculty and students the occupational education leader will be able to:

a. evaluate content and time allotted for present courses and programs.

PROGRAM MANAGEMENT: PERFORMANCE AREA 5

Apply management techniques to all aspects of a total vocational program utilizing external and internal resources.

Supervisory Functions

5.1 Given the knowledge of supervisory, delegative, and cooperative responsibilities and the means of their effective application with staff personnel, the occupational education leader will be able to:

a. identify those staff members who are capable and willing to accept and carry out responsibilities delegated to them.

b. incorporate controversial issues when making a decision on one particular issue.

c. utilize the skills of staff members in solving problems related to the vocational programs, and give due credit to the individuals involved.

d. establish an effective chain of command with a responsible supervisor at each level.

e. keep staff members clearly informed as to what is expected of them.

f. inform staff members of the accepted methods to be used in the resolution of grievances.

g. settle grievances quickly after listening to all issues and positions.

h. secure maximum performance from staff members.

i. assist staff members in defining goals, tasks, and purposes of new programs aswell as developing new approaches to instruction(team teaching, modular scheduling, etc.).

Occupational Program Follow-Up

5.2 Given a school program and the procedures involved to effectively guide the student's learning and meeting of his goals, the occupational education leader will be able to:

a. appraise the value of general education to vocational students.

b. appraise the value of various testing methods as a basis for counseling students.

c. evaluate programs on the basis of the progression of student behavior toward established goals.

d. determine the reasons students drop out of the vocational program.

e. determine the need for follow-up questionnaires.

f. devise a system for continual follow-up information on the placement, employment and training status of each graduate of the vocational program.

g. motivate staff members to provide information to prospective students for all vocational offerings.

h. work with guidance personnel to develop occupational information describing local and national opportunities.

i. suggest to teacher-coordinators methods of improving in-school and on-the-job cooperative vocational education instruction.

j. interpret the role of guidance, counseling and placement in vocational education.

Management Style Development

5.3 Given the knowledge of management techniques, the occupational education leader will be able to:

a. define background information concerning controversial issues which require decisions.

b. interpret and apply federal legislation related to vocational education.

c. correlate job market, student interest, initial cost and on-going cost related to existing or proposed specialized vocational programs within the vocational education program.

d. delegate authority to units or individuals nearest the point where the action takes place.

e. perceive evaluation of the program as the responsibility of students, staff members, administrators and outside agencies.

f. express and demonstrate a philosophy consistent with the objectives of vocational education.

g. realize when he has made a mistake and profit from the experience.

h. examine controversial positions, make a decision and justify

the position taken.

i. maintain ethical standards expected of a professional educator.

j. devise a plan for survey staff to follow in conducting a vocational education survey.

k. cooperate with fellow administrators in education planning and decision making at the local level.

l. select the most appropriate system or procedure for each problem with which he is faced.

Complying With Legislation

5.4 Given the procedures for establishing public relations and the ability to interpret and comply with legislation at the local, state and federal levels, the occupational education leader will be able to:

a. utilize state office personnel anytime their expertise can assist in any facet of the vocational program.

b. plan, schedule, execute and evaluate in-service training systematically.

c. cooperate with state staff members in promoting, developing, sustaining and evaluating vocational programs.

MANAGEMENT OF PHYSICAL FACILITIES, SUPPLIES AND EQUIPMENT: PERFORMANCE AREA 6

Prepare budgets and acquire and utilize facilities, supplies and equipment to their greatest advantage for the institution.

Facility And Equipment Budgeting

6.1 Given the current budget, an inventory of present physical facilities and the curriculum, the occupational education leader will be able to:

a. specify the long range facility, equipment and supply needs for the vocational education program.

b. prepare a long-range budget which projects the financial needs of the total vocational education program.

c. plan an operating budget proposal for consumable supplies, services and materials needed in a vocational course.

d. prepare a capital outlay budget proposal for the total vocational program.

e. prepare budgets based on anticipated incomes from federal, state and local sources.

f. file reimbursement claims with the Division of Vocational and Technical Education.

g. analyze capital outlay and projected funds needed to begin and continue a new vocational course or program.

h. allow for flexibility in a budget for price changes, enrollment changes and new products.

i. develop and implement a procedure for establishing priorities for the use of funds and other available resources.

j. verbalize and substantiate budgeting priorities, property and accountability decisions you have made to appropriate persons at any time.

Purchasing Equipment

6.2 Given budgetary information and present needs of the vocational program, the occupational education leader will be able to:

a. identify financial requirements for purchasing needed equipment.

b. arrange for additional vocational facilities to accommodate expanded enrollments and technological advancements related to the vocational program.

c. identify various sources of securing needed equipment.

d. design a procedure for acquiring the supplies and equipment needed in each vocational course.

e. identify new tools and equipment needed for the vocational program during the current academic year.

Utilizing Physical Facilities

6.3 Given the floor plan of physical facilities the occupational education leader will beable to:

a. plan vocational laboratory layouts to gain maximum benefits

from available space.

b. equip teaching stations to achieve the stated objectives for each program.

PUBLIC RELATIONS: PERFORMANCE AREA 7

Analyze the overall structural aspect of the public relations and publicity network in order to: a) better evaluate sources and kinds of information available, b) better utilize the communication media to convey vital information to the various situationally involved groups and individuals throughout the community, and c) become personally involved in service groups.

Ascertaining Public Opinion

7.1 Given a number of general problems associated with occupational education, the occupational education leader will be able to:

a. identify the make-up of the community before planning a program of school-community relations.

b. obtain informal feedback on the vocational program through contacts with individuals in the school and community.

c. evaluate the degree to which the objectives of the community relations program have been met.

d. ascertain and evaluate public opinion about vocational programs.

Publicizing Occupational Programs

7.2 Given an outline of the purposes of occupational education and a description of the community, the occupational education leader will be able to:

a. speak to school and community groups about the vocational program.

b. publicize the establishment of the advisory committee, its members and its functions to the school and community.

c. communicate what is going on in business and industry to the school staff.

d. publicize the purposes and objectives of a vocational education survey.

e. use a variety of communication techniques on a carefully planned basis to influence public opinion.

f. conduct public relations activities to reach external publics (merchants, businessmen, community organizations, professional organizations, etc.,).

g. conduct public relations activities to reach internal publics (school administrators, teachers, guidance staff, and students).

h. write articles about newsworthy activities being carried on in the vocational program for the news media.

i. conduct an open house to familiarize members of the school and the community with activities of the vocational program.

j. provide brochures to acquaint the school and community with various aspects of the vocational program.

Working With The Community

7.3 Given the description of the formal and informal power structure of the community, the occupational education leader will be able to:

a. identify ways staff members can achieve community involvement which will build better public relations for vocational education.

b. work with different racial and ethnic groups within the community.

c. describe to vocational education staff members how they can improve their image by productively participating in community, civic, service or social organizations.

d. assist with community, business and industry sponsored activities.

e. identify supportive community service groups.

Appendix B

OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT
PERFORMANCE ASSESSMENT SYSTEM

Performance Assessment was a tripartite operation involving the project participant/intern, their Local Cooperating Administrator, and a University Supervisor. In brief, the project participant/intern, following the guidance provided on pages 68 to 71, would complete pre-learning and post-learning assessments and then record their level of proficiency in the appropriate space as shown on page 73. University Supervisors visited each participant at the site of their internships once each month. The University recorded the extent to which the project participants' mastered performances as illustrated on page 74.

PORTFOLIO

INTERN

Name _____

Position _____

Address _____

_____

Telephone _____

Internship daily schedule: _____

_____

COOPERATING ADMINISTRATOR

Name _____

Position _____

Address _____

_____

Telephone _____

UNIVERSITY SUPERVISOR

Name _____

Department _____

Address _____

_____

Telephone _____

OCCUPATIONAL EDUCATION ADMINISTRATION PROJECT: A performance-based program designed to prepare occupational education leaders conducted at Southern Illinois University, Carbondale in cooperation with the State of Illinois Division of Vocational and Technical Education.

Preface

This portfolio is intended to serve as a blueprint for the future administrator as he studies and learns to master the 159 performances herein. Included are directions for use, a means of adapting this portfolio to an individual intern's unique learning situations, and a pre- and postassessment rating system designed to monitor student mastery of Occupational Leadership Performances.

INTRODUCTION

Each internship has as its foundation a cooperative effort of a cooperating administrator, an occupational education administration intern, and a supervising university professor. Daily supervision is the role of the cooperating administrator who arranges participation for the intern's development of performance proficiency. The university provides classroom instruction and the supervising university professor provides coordination. In this way administrative theory is realistically integrated with administrative practice on a day to day basis.

The unique nature of each internship requires that a means for adapting the program to actual circumstances be provided. This portfolio helps realize that task by furnishing a framework of performance statements, a description of "ideal conditions" under which performances would ideally be learned, space for a cooperating administrator and intern to describe actual conditions as they exist, and a statement of the learning experiences which the intern has completed.

As part of a preassessment and postassessment system the intern indicates whether cognitive ability at the knowledge, comprehension, application, analysis, synthesis, or evaluation level (see page 2 for definitions of these terms) and effective learning at the receiving, responding, valuing, organization, or characterization level (see page for definitions of these terms) exists at the beginning of the internship or has been attained during the internship by writing the appropriate terms in the spaces provided. The date of preassessment is entered on the portfolio's first page (beginning of the program) and the date(s) of postassessment(s), mode of attainment, and importance to the intern are entered. The cooperating administrator certifies his concurrence by signing his name. Signature by the supervising university professor at the end of each block of instruction indicates that he concurs with the intern and cooperating local administrator regarding the student's having attained the stated level of performance proficiency.

An example of how this portfolio is designed to be used follows:

2.1a determine sources from which applications may be received, i.e., colleges and universities.

Actual Conditions: I have been asked to locate potential sources for an auto mechanics program to begin next fall.
Actual Performance: Auto mechanics teachers are prepared at Southern Illinois University (Carbondale).
Preassessment: Cognitive Knowledge Affective Receiving
Certification JB Mode on-the-job
Postassessment: Cognitive Application Affective Valuing
Date Achieved 7-15-74 Certification JB
Mode Internship Importance 1 2 (3) 4
none very

(continued)

2.1b determine alternate sources of employees such as neighboring schools and industry.

Actual Conditions: same as 2.1a

Actual Performance: Farm High School, Grad Community College and International Motors have comparable automechanics prog.

Preassessment: Cognitive Knowledge Affective Receiving
Certification JB Mode on-the-job

Postassessment: Cognitive Application Affective Valuing
Date Achieved 7-25-74 Certification JB
Mode Internship Importance 1 2 (3) 4
none very

A portfolio such as this squarely places the onus of competency development on the intern. Since the performances are clearly outlined at the beginning of the program their successful accomplishment becomes the intern's basic responsibility. To achieve a necessary competency, he can pursue internship activities, transfer (through a supervising university professor) competency development concerns into the classroom setting, attend workshops, or design his own activities for competency development. Continuing post-assessments at levels of proficiency lower than application or valuing levels indicate that an intern is in need of help in competency development.

The following definitions are provided as an aid to interns, local cooperating administrators, and the supervising university professors as they evaluate and record an intern's progress in developing the necessary performance proficiencies.

Taxonomy of Cognitive Behaviors

KNOWLEDGE - Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

COMPREHENSION - Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

APPLICATION - Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

ANALYSIS - Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

SYNTHESIS - Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech), a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

EVALUATION - Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria.

Taxonomy of Affective Behaviors

RECEIVING - Receiving refers to the student's willingness to attend to particular phenomena or stimuli (classroom activities, textbook, music, etc.). From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.

RESPONDING - Responding refers to active participation on the part of the student. At this level he not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment).

VALUING - Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed

in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.

ORGANIZATION - Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.

CHARACTERIZATION [By a Value or Value Complex] - At this level of the affective domain, the individual has a value system that has controlled his behavior for a sufficiently long time for him to have developed a characteristic "life style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.[1]

Modes of Delivery

ACADEMIC - course work, simulation, workshop

PRACTICAL - internship, on-the-job

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[1]Gronlund, Norman. Stating Behavioral Objectives for Classroom Instruction. (Toronto, Canada: McMillan Company, 1970), p. 20.

1

PROGRAM PLANNING AND IMPLEMENTATION

Be responsible and accountable for promoting, developing, sustaining, and evaluating vocational education programs for a comprehensive high school system, an area secondary vocational center, or a community college.

1.1a prepare a short-range and a long-range program plan for vocational education in the school.

Actual Conditions: Coursework

Actual Performance: Wrote a simulated one and five year plan for EDAF 503

Preassessment: Cognitive, None Affective, _____

Certification, JP Mode, _____

Postassessment: Cognitive, ~~Comprehension~~ Affective, Responding

Date Achieved, 11/74 Certification, JP

Mode, Coursework Simulation Importance, 1 2 3 (4)
none very

1.1b determine the occupations for which training is to be offered in the vocational program.

Actual Conditions: Internship

Actual Performance: Met with Region 6, DVE T.E Director and reviewed one and five year plans of local schools

Preassessment: Cognitive, None Affective, _____

Certification, JP Mode, _____

Postassessment: Cognitive, ~~Comprehension~~ Affective, Responding

Date Achieved, 4/75 Certification, JP

Mode, Internship Importance, 1 2 3 (4)
none very

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Educational Administration and Foundations

May 21, 1975

MEMO TO: Dr. Wayne Ramp
Dr. James Parker

FROM: Edward B. Sasse

Subject: Supervisory visit to Red Bud, Illinois, to assess program of intern Ron Weseloh.

I completed my final semester intern visit to Red Bud, Illinois, on Tuesday, May 21. Present for the meeting were Superintendent Holmes, cooperating administrator James Pflaster and intern Ron Weseloh.

Superintendent Holmes had delegated much of the mechanical operations of the internship to the local director of Vocational-Technical education, James Pflaster. Superintendent Holmes indicated satisfaction with the progress made by Mr. Weseloh and expressed confidence in his work.

Mr. Pflaster indicated that Mr. Weseloh had been working very hard to meet the total program expectations although the possibility of actual application of certain competencies was difficult to realize because of local situations. Mr. Pflaster agreed that Mr. Weseloh should meet the 90% level of competency satisfaction at the application level as previously determined at the beginning of the internship.

Mr. Weseloh presented to me his assessment of proficiency as of 5/16/75 and this is attached. He also submitted several weekly internship log sheets for your consideration and these are also attached. I did not check all competencies in detail but Mr. Weseloh will submit his materials to me during the summer for a final critique. It would appear that the actual progress made on many items is evaluated in a very conservative manner and the assignment of a higher level of competency might be more realistic.

Through a conference with Mr. Pflaster, it was agreed that Mr. Weseloh would receive an A grade for the semester.

db
encl.

Appendix C

PLACEMENT LETTER

Project Staff provided participants with individualized assistance in finding Occupational Education Administration positions commensurate with their newly acquired abilities throughout the year. In addition, the following letter was sent to all southern Illinois principals and superintendents of schools with an enrollment of more than 250 students, all Area Vocational Center Directors, all Community College Presidents and Career/Occupational Education Deans, and all State of Illinois Division of Vocational and Technical Education Regional Directors. Project staff will also solicit and forward appropriate position descriptions to graduates as they become available.

SIU

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Occupational Education

April 15, 1975

Dear Colleague:

The State of Illinois Division of Vocational and Technical Education has funded a project to prepare Occupational Education leaders for schools and other agencies. For the past two years we have followed a competency-based curriculum to prepare graduate level interns for leadership positions such as Director of Vocational Education, Director of Career Education, Director of an Area Vocational School, Dean of Vocational Education, Director of Vocational Curriculum, Chairman of a Vocational Department, Vocational Coordinator, and/or Supervisor of Vocational Education. All graduates have earned a Master's degree and a State of Illinois Level I Administrative Certificate.

While all of our graduates are currently employed some have not as yet been promoted to positions commensurate with their acquired abilities. These few are therefore willing to consider a move. If you have need for the services of such an individual and desire help in locating a well-qualified person to meet your unique situation, perhaps I can be of assistance. Send me a description of the position available and I in turn will see that each of the available candidates receives notice of the position. Candidates in turn will assume responsibility for an appropriate reply.

It is anticipated that this project will continue next year. If you know a person who would be a good participant please send his/her name to me.

If I may be of further service, please do not hesitate to call or write.

Sincerely,

Wayne S. Ramp

Wayne S. Ramp, Director
Occupational Education Administration
Project

WSR:mw

Appendix D

FOLLOW-UP STUDY: PREVIOUS PROJECT PARTICIPANTS

A brief follow-up of all past Occupational Education Administration Program graduates was conducted during July, 1975.

Follow-up Study: Previous Participants

Participant's name, position, school, city

Roland H. Alexander, Placement and Followup specialist: East St. Louis High School, East St. Louis, Illinois.

Larry A. Brant, Department Head, Industrial Arts: Clay City High School, Clay City, Illinois.

Clifford C. Christian, Dean of Students and Vocational Director: Centralia High School, Centralia, Illinois.

Paul E. Cross, Assistant Superintendent for Vocational Education: Hamilton County Community Unit District #10, Dahlgren, Illinois.

Charles A. Harwick, Director of Cooperative Education: Arizona Western College, Yuma, Arizona.

Robert L. Heavner, Assistant Vocational Director and Agriculture Instructor: Valmeyer High School, Valmeyer, Illinois.

Gary A. Huber, Coordinator, Cooperative Vocational Education: Red Hill Community Unit District #10, Bridgeport, Illinois.

Lawrence M. Jones, Vocational Director: Trenton Wesclin Community Unit School District, Trenton, Illinois.

Milton Jung, Vocational Director: Shawnee High School, Wolf Lake, Illinois.

Larry W. Kraft, Instructor, Vocational Education: Columbia High School, Columbia, Illinois.

Larry N. Manker, Department Head, Industrial Arts and Trades and Industries: Mt. Vernon Township High School, Mt. Vernon, Illinois.

Curtis Miller, Vocational Director: Alexander-Pulaski County Vocational Technical Cooperative, Egyptian Community Unit #5, Tamms, Illinois.

Kenneth D. Miller, Vocational Director: Fairfield Community High School, Fairfield, Illinois.

Martin W. Oliver, Vocational Director: Waterloo Community Unit District #5, Waterloo, Illinois.

James A. Pflasterer, Vocational Director: Red Bud High School, Red Bud, Illinois.

Steve L. Pollock, Vocational Director: Edwards County Senior High School, Albion, Illinois.

Peter C. Ponce, Vocational Counselor, Mathematics, and Science Instructor: Venice - Lincoln Technical Center, Venice Community Unit District #3, Venice, Illinois.

Jack Rawlinson, Assistant Vocational Director and Guidance Coordinator: Little Wabash Area Vocational Center, Carmi Community High School, Carmi, Illinois.

Ronald L. Sanderson, Assistant Dean for Student Services: Lincoln Trail College, Robinson, Illinois.

Martin Smith, Instructor, Industrial Arts: Wayne City High School, Wayne City, Illinois.

Larry E. Swope, Supervisor of Trades and Industrial Programs: Carbondale Community High School Vocational Center, Carbondale, Illinois.

Appendix E

PROJECT EVALUATION: 1972-1974

The State of Illinois Division of Vocational and Technical Education funded an evaluation of all previously funded EPDA (Part 553) projects, of which the Occupational Education Administration Program was one. Pertinent data from this report is presented herein.

OCCUPATIONAL EDUCATION
ADMINISTRATION PROJECT EVALUATION*

Of the twenty-one graduates, twenty responded to the study instrument upon which this report is based and seventeen were personnally interviewed.

Number of "YES" Respondents

Did your participation in this project result in what you consider to be a significant desirable change in your:

Category	# Respondents	% Respondents
professional position	8	40%
professional responsibilities	11	55%
professional performance	19	95%
understanding	15	75%
appreciations	14	70%

How adequately do you consider the project to have contributed to your professional function?

Extremely adequately	12	60%
More than adequately	7	35%
Adequately	1	5%
Less than adequately	0	0
Extremely inadequately	0	0
Not related to my performance	0	0

*A Cooperative Study by Northern Illinois University and the Division of Vocational and Technical Education State of Illinois, A Final Report: A Follow-Up Study of Participants in Illinois Projects Funded with Grants from the Education Professions Development Act (553) for Fiscal Years 1969-1973, June 1975

IMPACT ON PROFESSIONAL ROLES AND ACTIVITIES

	Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Role of Leading								
Initiating ideas	13	65.0	7	35.0	0	0.0	0	0.0
Convincing others	7	35.0	12	60.0	1	5.0	0	0.0
Organizing	13	65.0	6	30.0	1	5.0	0	0.0
Initiating action	10	50.0	9	45.0	1	5.0	0	0.0
Getting others to follow	9	45.0	11	55.0	0	0.0	0	0.0
Role of Planning								
Identifying needs, interests and problems	17	89.5	2	10.5	0	0.0	0	0.0
Establishing relevant and clear objectives	13	65.0	7	35.0	0	0.0	0	0.0
Developing appropriate materials and activities	10	50.0	10	50.0	0	0.0	0	0.0
Assessing and evaluating performance	11	55.0	7	35.0	2	10.0	0	0.0
Communicating and reporting progress	12	60.0	7	35.0	1	5.0	0	0.0
Role of Directing and Helping Learning Take Place								
Establishing and maintaining a climate for learning	13	65.0	5	25.0	2	10.0	0	0.0
Helping others	15	75.0	5	25.0	0	0.0	0	0.0
Using appropriate techniques	10	50.0	8	40.0	1	5.0	1	5.0
Using appropriate materials and resources	7	35.0	11	55.0	2	10.0	0	0.0
Using feedback	14	70.0	5	25.0	1	5.0	0	0.0
Coping with learning difficulties	5	25.0	9	45.0	5	25.0	1	5.0
Role of Counseling, Advising, Consulting and Guiding								
Establishing rapport	11	55.0	6	30.0	3	15.0	0	0.0
Assessing needs	13	65.0	7	35.0	0	0.0	0	0.0
Using specialized services and resources	14	70.0	4	20.0	1	5.0	1	5.0

	N	Considerable %	N	Moderate %	N	Minimal %	N	Not Applicable %
Using appropriate advising and counseling techniques	9	45.0	8	40.0	3	15.0	0	0.0
Helping others develop healthy interpersonal relations	8	40.0	10	50.0	2	10.0	0	0.0
Role of Mediating and Interpreting								
Helping others identify and interpret important values	9	45.0	10	50.0	1	5.0	0	0.0
Helping others discover a variety of aspects in their culture	3	15.0	11	55.0	5	25.0	1	5.0
Helping others cope with issues and problems	7	35.0	11	55.0	2	10.0	1	5.0
Encouraging and facilitating others' involvement in school and community life	8	42.1	10	52.6	1	5.3	0	0.0
Helping others find meaning	4	22.2	9	50.0	5	27.8	0	0.0
Role of Linking the School and Community								
Developing an awareness of community values, needs, goals, problems and resources	15	75.0	4	20.0	1	5.0	0	0.0
Cooperatively developing educational experiences in response to community values, needs, goals, problems and resources	14	70.0	5	25.0	1	5.0	0	0.0
Enriching school experiences by the use of community resources	12	60.0	6	30.0	1	5.0	1	5.0
Interpreting the school's efforts to the community	13	65.0	5	25.0	1	5.0	1	5.0
Facilitating school-community communication	12	60.0	6	30.0	1	5.0	1	5.0
Role of Functioning as a Member of the Education Profession								
Accepting responsibility for professional judgments and actions	16	80.0	4	20.0	0	0.0	0	0.0

	Considerable		Moderate		Minimal		Not Applicable	
	N	%	N	%	N	%	N	%
Advocating and practicing professional autonomy	10	50.0	10	50.0	0	0.0	0	0.0
Following a code of professional ethics	11	55.0	9	45.0	0	0.0	0	0.0
Striving to improve my professional competencies and skills	19	95.0	1	5.0	0	0.0	0	0.0
Participating in and contributing to professional groups	16	80.0	3	15.0	1	5.0	0	0.0
Getting things done	13	65.0	7	35.0	0	0.0	0	0.0
Role of Functioning as a Member of the Community Served by the School								
Participating actively in community affairs	10	50.0	8	40.0	1	5.0	1	5.0
Working effectively with other members of the community	11	55.0	7	35.0	1	5.0	1	5.0
Providing leadership within the community	9	45.0	8	40.0	2	10.0	1	5.0
Gaining recognition within the community	11	55.0	7	35.0	1	5.0	1	5.0

Appendix F

FOLLOW-UP STUDY: OCCUPATIONAL EDUCATION ADMINISTRATION
PROJECT: PHASE III PARTICIPANTS

A follow-up of the Occupational Education Administration placement prospects of current participants was conducted during July, 1975. The results of this study are presented in their entirety, herein.

Follow-up Study--Occupational Education
Administration Project: Phase III

I. Prior Occupational Education Roles

Norma L. Brown, Home Economics Teacher, Beecher City High School 100%.

Carroll L. Doerner, Coordinator, Cooperative Education, 60%; Coordinator, EMH Cooperative Program, 30%; Acting Vocational Director, 10%.

J. Michael Greer, Business Teacher, 50%; Vocational Coordinator, 50%.

Peggy L. Harriman, Business Education Teacher, 100%.

Douglas C. Lambert, Drafting Instructor, 50%; Graphic Arts Instructor, 33%; Special Education Workshop, 16%.

Edythe G. Morray, Home Economics and Art Teacher, 100%.

Patricia L. Sayers, Business Education Teacher, 100%.

Susan M. VonBurg, Coordinator, Special Education Work Study, 50%; Teacher Special Education Vocational Orientation, 50%.

Leland C. Wells, Vocational Agriculture Teacher and Acting Vocational Director.

Ronald W. Weseloh, Industrial Arts Teacher, 60%; Department Head, 40%.

II. New Occupational Education Leadership Roles

Will assume a greater occupational education leadership role than that which the participant held during the year prior to participation in the Occupational Education Administration Project.

Yes 4; No 6

Participant/Duties

Supervisor of Food Service Program 20%; Vocational Director 20%

Vocational Coordinator/Director

Vocational Director 20%

Assistant to the Vocational Director

III. Prospects for an Occupational Education Leadership Role within the Next 2-5 Years.

Participant A

I will be seeking a vocational director/business manager position.

Participant B

Within the next five years, I would like to work toward the capacity of vocational director.

Participant C

In my long term goals, I see a leadership position. I now have the background, proving I can handle the position is in order.

Participant D

I plan to update all records to date--continue to develop occupational leadership role--and skills--and further education toward a goal of Doctorate's degree.

Participant E

Questionable--although willing to continue in this area.

Participant F

I hope to change positions. I am applying for positions as an assistant vocational director and as a special education coordinator.

Participant G

I hope to try and work into the position of a vocational director either at present school or move.

IV. Omissions or Weakness in the Program

Lack of knowledge on the part of my principal which hampered my participation. Principals and superintendents need more help in occupational administration.

Budgeting--our high school does not work on budget system for the departments.

None, but some had a lot less assistance from their administrators than I did.

I needed more involvement with in-service. I also feel that the local administrators should be personally visited prior to their involvement in this program to explain (to them) the ultimate goal(s) of this program as far as potential positions for the intern.

During my internship, I taught an overload of classes. I was spread too thin to really accomplish my goals. I underwent a school board and administrative investigation for seeming irregular.

Need to be given more responsibility as an occupational leader.

I feel that since I didn't understand what I was to do and keep up regularly that someone who has gone through the program should visit or go over materials with intern (a past trainee).

The problem of being familiar with only two of the five vocational areas in secondary schools could be embarrassing to a new vocational director.

Need more time in filing claims from state and federal.

My experience was limited to a high school of 600 students. I feel I would be better prepared for a change in position if I had first had experience with schools of various sizes.

V. Projected Inservice Needs Next Two Years

To continue to attend workshops covering all phases of occupational education and to continue my education in occupational education.

School finance and related areas.

None to become a vocational director.

More administration courses.

Level two--Principalship.

On the job development of knowledge and skills in administration of occupational education.

To keep up to date with the other areas of vocational education and go back and fill in the blank areas of background information I don't feel I have even now.

Would like to take a curriculum course and be involved in inservice training related to all vocational areas.

Keep up with current procedures and changes.

I need to enroll in more administrative courses. I have planned a sequence that would permit me to obtain a Level II Administrative Certificate.

VI. In addition to the fact that I have the necessary credentials, participation in the Occupational Education Administration Project has increased my ability to function as an Occupational Leader as follows:

It helped by making my principal and superintendent more aware of my abilities and also the importance of having a vocational director in the high school, I am sure.

I think that working with the materials and items that a vocational director must work with gives the intern added confidence that would not have been gained through course work alone.

It has given me hands-on training for filling out the forms necessary and instruments necessary to be an efficient vocational director.

This project gave me a chance to actually assume a leadership role and take part in many activities in my school. On areas where I didn't actually assume a leadership role, I feel I have at least been exposed to or took part in these areas. (This is an advantage over a person who has not been in the OEAP)

It has placed me in positions with others in the project, state officials and university personnel with which I can identify and relate to about Vocational-Occupational Educational Needs.

Involved me with others in administration of occupational education.

In the first place, I look at the entire field of study not just business education and try to relate to all areas. I have learned a lot I didn't know and certainly feel better about that although I have much more to learn.

I received first hand experience in a leadership supervisory role.

Many of the experiences during the past year have contributed to more confidence and a more positive outlook toward vocational education.

I think the understanding of what is expected is an important factor. To keep in mind that being in a leadership position one must try to improve.

VII. I would be willing to supervise an Occupational Education Administration intern at some time in the future. (All participants responded, yes).

VIII. What else would you like to tell us about your experience as an Occupational Education Administration Project participant?

This was not my best performance because of circumstances beyond my control. I could not cope with unseen circumstances. I think Local Cooperating Administrator should be more involved for interns sake. Maybe allow administrator same free tuition.

This program also helped develop my personal qualities necessary to assume an administrative position.

I have enjoyed very much being a part of the project and I feel that it has given me more confidence in performing the duties of a vocational director.

I have thoroughly enjoyed it. On the job experience is by far better than class work. I feel that I received maximum stimuli in the cognitive, affective, and psychomotor areas which would have been an impossibility in a traditional classroom. Unfortunately for other students in Illinois and the U.S. involvement in such a competency based education program is only as effective as are the project coordinators. We had two of the best.

Appendix G

PROJECT EVALUATION: OCCUPATIONAL EDUCATION ADMINISTRATION PROGRAM: PHASE III

A comprehensive evaluation of the Occupational Education Administration Program: Phase III was conducted during July, 1975. The results of this study are presented in their entirety, herein.

PROJECT EVALUATION: OCCUPATION EDUCATION ADMINISTRATION

PROGRAMATIC COMPONENTS: Please indicate the relative value of each of the following programatic components to your professional growth by responding to the following.

EV--Extremely Valuable to your Professional Growth
V--Valuable to your Professional Growth
AV--Average Value to your Professional Growth
LV--Less than Average Value to your Professional Growth
TW--Totally Worthless to your Professional Growth

1. Saturday Morning Seminars

1.1	9/14/74	Orientation Meeting	EV	V	AV	LV	TW
	Did you attend?		Number of Responses				
	10 Yes	___No	(2)	(5)	(2)	(1)	(0)

Suggestions for Improvement:

I would have liked for my principal to attend with me.

More structure--perhaps a written handbook for administrators.

Do not have advisors meet with the group. Group needs information in form of multi-media or in-service training. They need in depth instructions.

Would not have superintendent meet at this time.

Change environment--too cold and awkward as is.

Require attendance (if possible) of all supervisors (if more than one).

Change the first meeting to contain information on the hierarchy of learning.

1.2	10/26/74	Bonnie Gillenberg	EV	V	AV	LV	TW
	Did you attend?		Number of Responses				
	7 Yes	3 No	(2)	(3)	(2)	(0)	(0)

Suggestions for Improvement:

We should actually fill these in with her help using simulated situations.

Group needs an in-depth example and practical work so they can understand what she is talking about. May be some practical work.

Okay--keep it organized and short.

Made this up by attending an administrator's regional meeting (Belleville) sponsored by DVTE on 1-5 year plan.

1.3	12/14/74	Tour of Centralia Facilities (Update portfolios, discuss internship and enrollment problems)	EV	V	AV	LV	TW
	Did you attend?		Number of Responses				
	6 Yes	4 No	(2)	(2)	(2)	(1)	(0)

Suggestions for Improvement:

I had a previous committment with my FHA youth group.

Very good but this should have been done at first meeting.

Best part was viewing of Centralia facilities--So many were absent that for such a drive--nothing accomplished.

Made this meeting up by attending the Career Vocational Guidance Coordinator's Workshop in Belleville.

1.4 2/22/75 Paul Cross, Funding, State Politics in Vocational Education — EV V AV LV TW

Did you attend? Number of Responses

9 Yes 1 No (4) (4) (1) (0) (0)

Suggestions for Improvement:

Would like to actually fill in forms in a simulated situation.

1.5 5/3/75 SIU-C, Lunch Dr. Parker's Home (Updated portfolios, first review of affective indicators) — EV V AV LV TW

Did you attend? Number of Responses

9 Yes 1 No (4) (3) (2) (0) (0)

Suggestions for Improvement:

Good need to work on each area.

I enjoyed socializing with the Parker family. They make you feel more at home.

From Personal Standpoint--Intern should be prepared and keep records up-to-date, this really results in greater understanding of what's going on--this was my own failure.

2. D.V.T.E. Activities

2.1 Visit to State office — EV V AV LV TW

Did you attend? Number of Responses

7 Yes 3 No (4) (1) (1) (0) (0)

Suggestions for Improvement:

I would like to go again soon. The staff was very helpful.

My two full days--planned visit was extremely valuable.

Extremely.

Inspired me to work harder because someone does care.

Day was a good overview of what state office can do for local, vocational people.

I would like to attend before summer is over.

2.2 Joint meeting at Effingham	EV	V	AV	LV	TW
Did you attend?	Number of Responses				
10 Yes ___ No	(9)	(1)	(0)	(0)	(0)

Suggestions for Improvement:

Excellent interpersonal relations. Good to hear about how another group handled the program.

Enjoyed meeting co-interns and exchanging good points and bad points.

Not enough group meeting in relaxed area to talk.

It is always helpful to meet with different individuals and obtain new ideas.

Good opportunity to have people of like interest together for one purpose only--

The interaction was beneficial to me and hopefully to the program.

2.3 Evaluation Team	EV	V	AV	LV	TW
Did you attend? Where?	Number of Responses				
6 Yes 4 No	(5)	(1)	(0)	(0)	(0)

Suggestions for Improvement:

I talked with members of the team when the evaluation team visited my school, and gained many new ideas.

Centralia--I felt this was one of the most valuable experiences in that it gave an opportunity to look in-depth at a

program which helps in evaluating your own program.

Cairo, Illinois--Dr. Stadt, team leader.

Plan to participate in one the Fall of 1975.

East St. Louis High School--The one most eye opening experience of years of study. More than likely because of school visited.

Chester, Illinois--Extremely valuable--Team participation assists in better understanding of all vocational areas.

East St. Louis--Extremely valuable--Learned more interviewing techniques, learned a lot about vocational programs with which I was not knowledgeable, learned a lot about DVTE procedures and requirements.

Benton

2.4 Subregional Workshops	EV	V	AV	LV	TW
Attendance ranged from 0 to 4 with most people participating in two.	Number of Responses				
	(3)	(5)	(1)	(0)	(0)

Topics Covered and Remarks:

Inservice Training for updating vocational skills--This was very worthwhile, every teacher should have the opportunity. I am almost certain that it should be required.

Nashville, Current Funding; John A. Logan, Career Guidance Workshops; Belleville, Vocational Education local evaluation; John A. Logan--Career Education.

Consumer Education--DVTE--University of Illinois
Guidance (Occupational Planning)--DVTE
In-service, In-school--East Saint Louis Senior High
Career Education Workshop, one day on interrelated programs, 3 hours.. (July 21, 1975)--Eli Lilly Co., Dr. Bakalis, Dr. Bianca.

Guidance, Vocational Funding and Reporting for 1975----DVTE
Workshops are good, but the people attending these workshops also contribute valuable ideas.

Funding Procedures.

Rend Lake meeting on Occupational Organization

1-5 year plan and Career Guidance Coordinators

MIS Pilot Project Summaries

3. How valuable were the following programatic components in helping you to develop proficiency on the 159 O.E.A.P. performances?

Did you participate in EDAF 501 (Processes)? 10 Yes ___ No

Suggestions for Improvement:

Great--more of the same.

Keep the class structure as is--a very valuable course.

Very good because of instructor.

Don't change. It was very helpful.

Did you participate in EDAF 503 (Intro. to Theory)?

9 Yes 1 No

Suggestions for Improvement:

Great participants should have more simulation activities rather than movies. Would be well to have field trips to an industry.

Teach as EDAF 501--include more group processes.

Make it more flexible like 501.

Very good because of instructor.

Taken 1974.

I would change the presentation method for more exchange and interaction.

Did you participate in EDAF 513 (Supervision of Instruction)?

8 Yes 2 No

Suggestions for Improvement:

Be sure to include Bloom's Taxonomy

Very Good

Modify it to be taught with multi-sensory learning aids.

Was a waste of time, not specific enough. Class could be useful, but not the way it is being taught.

More definite answers to students questions would be beneficial to class morale.

Taken in 1974.

Currently enrolled.

It might be beneficial to have the interns in it by themselves.

Did you participate in OE 510 (Planning Facilities)?

5 Yes 5 No

Suggestions for Improvement:

Would like field trips to outstanding schools.

Instructor was not prepared to teach this course due to a change in instructors at end of the first week.

Visit facilities and go out more from the classroom to see good programs.

Should be taught by a person with a background in this area.

Complete waste of time, more than likely, we need EDAF School Facilities.

A brief look at the "ideal".

Try to have instructor related to area more.

Currently enrolled.

Did you participate in the Summer Seminars?

10 Yes ___ No

Suggestions for Improvement:

These were great. The informal discussions are conducive to helping participants bring up problems which they may be having.

Very good. Helped me complete some proficiency performances not completed during the year.

These weekly meetings were good.

Currently attending.

INSTRUCTIONAL COMPONENTS: Please respond to the following.

1. Program Planning and Implementation

Were you involved with:	YES	NO
1.1 Occupational Program Planning at your institution.	(10)	(0)
1.2 External Resources and Planning brought into your institution.	(10)	(0)
1.3 Analyzing the Programs in Operation	(10)	(0)
1.4 Improving the Present Instruction and Curriculum	(10)	(0)

Suggestions for Improvement:

Would like more time for occupational staff meetings.

Were you given a leadership role in:

1.1 Planning Occupational Programs	(10)	(0)
1.2 Planning with External Resources	(10)	(0)
1.3 Analyzing Operational Programs	(8)	(2)
1.4 Improving the Present Instruction and Curriculum in Existence	(9)	(1)

Suggestions for Improvement:

This should be done every year with an evaluation at the end of the year.

Cannot improve skills unless you are given a leadership role in administration.

Were you assisted/critiqued in developing your leadership performance with/in:

1.1 Occupational Program Planning	(9)	(1)
1.2 External Resources and Planning	(7)	(3)
1.3 Analyzing Operational Programs	(7)	(3)

	YES	NO
1.4 The Implementation of Instruction and Curriculum	(9)	(1)

Suggestions for Improvement:

Would like more constructive criticism.

Implementation of instruction and curriculum previously done---current planning now being done.

According to the interns responses the following were the (2) most important major sources of assistance to the interns as they developed their leadership potential in:

1.1 Occupational Program Planning--Local Cooperating Administrator
Project Staff

1.2 External Resources and Planning--Local Cooperating Administrator
Project Staff

1.3 Analyzing Operational Programs--Local Cooperating Administrator
Project Staff

1.4 Improving Instruction and Curriculum--Local Cooperating Administrator
Project Staff

2. Staff Recruitment

Were you involved in:

2.1 Writing Job Descriptions	(7)	(3)
2.2 Analyzing Applicants Credentials	(6)	(4)
2.3 The Interviewing of Candidates	(7)	(3)
2.4 Choosing Staff Members	(7)	(3)

Suggestions for Improvement:

Every teacher does not have the above opportunities. Please simulate it in future classes.

More involvement should be taken on the part of the teacher.

	YES	NO
Were you given a leadership role in:		
2.1 Writing Job Descriptions	(1)	(9)
2.2 Analyzing Applicant Credentials	(0)	(10)
2.3 Interviewing of Candidates	(1)	(9)
2.4 Choosing Staff Members	(2)	(8)

Suggestions for Improvement:

I would like more involvement. How can I get this experience?

Only asked what I thought of a teacher who had substituted in the school where I taught.

Were you assisted/critiqued in developing your leadership performance with/in:		
2.1 The Writing of Job Descriptions	(3)	(7)
2.2 Analyzing Applicants Credentials	(6)	(4)
2.3 Interviewing Candidates	(5)	(5)
2.4 Choosing Staff Members	(5)	(5)

Suggestions for Improvement:

In my small school the power structure is such that individual teachers participation would be frowned upon. I was able to choose my substitute when I participated in a workshop.

According to the interns responses the following were the (2) most important major sources of assistance to the interns as they developed their leadership potential in:

2.1 Writing Job Descriptions--Local Cooperating Administrator
Project Staff

2.2 Analyzing Applicants Credentials--Local Cooperating Administrator, Project Staff

2.3 Interviewing Candidates--Project Staff, Local Cooperating Administrator

2.4 Choosing Staff Members--Local Cooperating Administrator Project Staff

3. Personnel Development and Management

Were you involved with:	YES	NO
3.1 Planning New Staff Orientation	(5)	(5)
3.2 Staff In-Service Training	(8)	(2)
3.3 The Organizational Climate	(8)	(2)

Suggestions for Improvement:

More teacher participation

I'm not sure because many administrators already have these programs organized and planned.

Were you given a leadership role in:

3.1 Orienting New Staff	(6)	(4)
3.2 Staffing In-Service Training	(2)	(7)
3.3 Creating Organizational Climate	(5)	(5)

Suggestions for Improvement:

New staff should be assigned to more experienced staff for orientation.

Were you assisted/critiqued in developing your leadership performance with/in:

3.1 New Staff Orientation	(6)	(4)
3.2 Staff In-Service	(3)	(7)
3.3 The Organizational Climate	(5)	(5)

Suggestions for Improvement:

A program should be outlined for use in a school to develop this area.

Experience I received was in other schools.

According to the interns responses the following were the (2) most important major sources of assistance to the interns as they developed their leadership potential in:

3.1 New Staff Orientation--Local Cooperating Administrator
Project Staff

3.2 Staff In-service--Project Staff, Local Cooperating Administrator

3.3 Organizational Climate--Project Staff, Local Cooperating Administrator

4. Program Operation

Were you involved in/with:	YES	NO
4.1 Scheduling Staff	(9)	(1)
4.2 Student Teachers	(5)	(4)
4.3 Advisory Committees	(9)	(1)
4.4 Collecting Data and Completing Reports	(10)	(0)
4.5 Work Place Safety Development	(9)	(1)
4.6 Curriculum/Time Evaluation	(10)	(0)

Suggestions for Improvement:

Would be well to simulate situations or have intern work with someone who had been through the program.

Were you given a leadership role in:

4.1 Scheduling Staff	(3)	(7)
4.2 Supervising Student Teachers	(3)	(6)

		YES	NO
4.3	The Institutions Advisory Committees	(6)	(4)
4.4	Collecting Data and Formulating Reports	(7)	(3)
4.5	Establishing Work Place Safety	(4)	(6)
4.6	Curriculum/Time Evaluation	(9)	(1)

Suggestions for Improvement:

I feel that each educational area should have its own advisory council and then a representative from each should serve on the general advisory committee. Teachers need a better or new image so that their input is asked for and respected. How can we create this new or better image?

Were you assisted/critiqued in developing your leadership performance in:

4.1	Scheduling Staff	(7)	(2)
4.2	Supervising Student Teachers	(5)	(5)
4.3	The Institutions Advisory Committees	(6)	(4)
4.4	Collecting Data and Formulating Reports	(7)	(3)
4.5	Establishing Work Place Safety	(5)	(4)
4.6	Curriculum/Time Evaluation	(9)	(1)

Suggestions for Improvement:

I think that an evaluation check sheet should be developed to help with the above critiquing.

According to the interns responses the following were the (2) most important major sources of assistance to the interns as they developed their leadership potential in:

4.1 Scheduling Staff--Local Cooperating Administrator
Project Staff

4.2 Student Teachers--Local Cooperating Administrator
Other

4.3 Advisory Committees--Local Cooperating Administrator
Project Staff

4.4 Data Collection and Reports--Local Cooperating
Administrator
Project Staff

4.5 Work Place Safety--Local Cooperating Administrator
Project Staff

5. Program Management

Were you involved in:	YES	NO
5.1 Supervisory Functions	(9)	(1)
5.2 Occupational Program Follow-up	(10)	(0)
5.3 Management Style Development	(6)	(4)
5.4 Comply with Legislation	(9)	(1)

Suggestions for Improvement:

If an intern could work with someone who had been through the program he/she could learn much more. This would relieve the local administration.

Were you given a leadership role in/having to:		
5.1 Supervisory Functions	(6)	(4)
5.2 Occupational Program Follow-up	(7)	(3)
5.3 Management Style Development	(4)	(6)
5.4 Comply with Legislation	(7)	(3)

Suggestions for Improvement:

Impress upon the local administrator the importance of giving the intern more leadership duties.

	YES	NO
Were you assisted/critiqued in developing your leadership performance in:		
5.1 Supervisory Functions	(6)	(4)
5.2 Occupational Program Follow-up	(6)	(4)
5.3 Management Style Development	(4)	(6)
5.4 Complying with Legislation	(5)	(5)

Suggestions for Improvement:

Why not develop a check sheet for use of critiquing?

According to the interns responses the following were the (2) most important major sources of assistance to the interns as they developed their leadership potential in:

5.1 Supervisory Functions--Local Cooperating Administrator
Project Staff

5.2 Occupational Program Follow-Up--Local Cooperating Administrator
Project Staff

5.3 Management Style Development--Project Staff, Local Cooperating Administrator

5.4 Complying with Legislation--Local Cooperating Administrator
Project Staff

6. Management of Physical Facilities, Supplies and Equipment

Were you involved in:		
6.1 Facility and Equipment Budgeting	(10)	(0)
6.2 Purchasing Equipment	(10)	(0)
6.3 Utilizing Physical Facilities	(10)	(0)

Suggestions for Improvement:

Again, help from a former intern would help tremendously.

	YES	NO
Were you given a leadership role in:		
6.1 Planning the Facility and Equipment Budgets	(6)	(4)
6.2 Purchasing Equipment	(10)	(0)
6.3 Utilizing Physical Facilities	(8)	(2)

Suggestions for Improvement:

Good interpersonal relations with the local administrator would pay off dividends.

Were you assisted/critiqued in developing your leadership performance in:		
6.1 Planning the Facility and Equipment Budgets	(7)	(3)
6.2 Purchasing Equipment	(8)	(2)
6.3 Utilizing Physical Facilities	(8)	(2)

Suggestions for Improvement:

Administrators should be made aware of the interns expertise.

According to the interns responses the following were the (2) most important major sources of assistance to the interns as they developed their leadership potential in:

6.1 Facility and Equipment Budgeting--Project Staff
Local Cooperating Administrator

6.2 Purchasing Equipment--Local Cooperating Administrator
Project Staff

6.3 Utilizing Physical Facilities--Local Cooperating Administrator
Project Staff

7. Public Relations

Were you involved in:	YES	NO
7.1 Ascertaining Public Opinion	(10)	(0)
7.2 Publicizing Occupational Programs	(10)	(0)
7.3 Working with the Community	(10)	(0)

Suggestions for Improvement:

Need administrative support.

Were you given a leadership role in:		
7.1 Ascertaining Public Opinion	(6)	(4)
7.2 Publicizing Occupational Programs	(7)	(3)
7.3 Working with the Community	(8)	(2)

Suggestions for Improvement:

Administrators need help in knowing how to encourage teachers to participate in the above.

Were you assisted/critiqued in developing your leadership performance in:		
7.1 Ascertaining Public Opinion	(7)	(3)
7.2 Publicizing Occupational Programs	(7)	(3)
7.3 Working with the Community	(8)	(2)

Suggestions for Improvement:

Again, administrators need to up-date skills in this area.

According to the interns responses the following were the (2) most important major sources of assistance to the interns as they developed their leadership potential in:

7.1 Ascertaining Public Opinion--Local Cooperating Administrator
Project Staff

7.2 Publicizing Occupational Programs--Project Staff
Local Cooperating Administrator

7.3 Working with the Community--Local Cooperating Administrator
Project Staff

8a. In helping me to develop proficiency on the 159 performances. I rate my internship experience:

Extremely Valuable to my Professional Growth	6
Valuable to my Professional Growth	3
Average Value to my Professional Growth	
Less than Average Value to my Professional Growth	
Totally Worthless to my Professional Growth	1

8b. I rate my academic course work as:

Extremely Valuable to my Professional Growth	8
Valuable to my Professional Growth	1
Average Value to my Professional Growth	1
Less than Average Value to my Professional Growth	
Totally Worthless to my Professional Growth	

Appendix H

JOINT ILLINOIS STATE UNIVERSITY AND SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE MEETING: INTERN RECOMMENDATIONS

During June 1975, the Occupational Education Administration Program staff and participants from Southern Illinois University met with their coherts from the Illinois State University sister project at a State of Illinois Division of Vocational and Technical Education sponsored meetings. The following list was generated by Southern Illinois University at Carbondale project participants during the course of this meeting.

OCCUPATIONAL EDUCATION ADMINISTRATION
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE AND ILLINOIS STATE UNIVERSITY
Joint Meeting, Friday June 27, 1975: Interns Recommendations

It is recommended that the Southern Illinois University at Carbondale Occupational Education Administration Project's Staff:

adapt Illinois State University's testing packets into course-work so that interns are able to reinforce the practical application of the internship when appropriate;

hire one University Supervisor to supervise and visit all project interns;

establish a separate learning resource center for the exclusive use of Occupational Education Administration Project interns;

prepare and award a certificate of achievement that specifies the competencies developed;

cooperate with the Division of Vocational and Technical Education in the granting of temporary Vocational Director's Certificates for project graduates who have not yet completed all requirements for their masters degree:

improve local and statewide placement efforts. Specifically, the development and mailing of brochures, a newsletter, placement letters and publication of a picture brochure such as published by Illinois State University during the 1973-1974 academic year;

send regional directors a list of present participants;

provide pre-orientation sessions during the summer prior to fall internship;

require attendance of the Local Cooperating Administrator and University Supervisor at the Saturday seminars and reimburse them for such attendance.

request that the State of Illinois Division of Vocational and Technical Education support monies spent in training Occupational Education Administrators by requiring that Superintendents adhere to a policy of hiring qualified Occupational Education Administrators.

Appendix I

MEMORANDUM OF UNDERSTANDING

The Occupational Education Administration Project is tripartiate cooperative effort involving a Local Cooperating Administrator, Project Participant and University Supervisor. Whenever two or more autonomous parties join in such an endeavor, there is need for a signed final agreement before involvement begins. The following is an example of the agreement form utilized by the Occupational Education Administration Project.

INTERNSHIP AGREEMENT

Intern Douglas Lambert

Place of Internship Centralia High School, Centralia, Illinois

Date of Internship Complete

The following understandings relate to the intership of students in supervision and/or administration entitlement programs at Southren Illinois University at Carbondale.

1. The schedule (days and hours) during the internship will be three hours per day - one hour before school and two hours after school.

2. During the above dates the intern will be performing the following duties:
Develop proficiency in at least the one hundred and fifty-nine performances outlined in the Occupational Education Administration Project's Performance Portfolio.

3. The intern will be available for conferences at the University during the internship; the number of dates available for this will be eight days.

4. A stipend will be paid the intern in the amount of $ 600.00

5. The dates of the stipend will be from July 16, 1974 to August 8, 1974

6. During the internship, the intern will be under the direct supervision of Donald Woodard
(Name of Cooperating Administrator)

7. The University internship coordinator and the student's advisor will have permision to visit for purposes of supervision and evaluating the intern.

8. The cooperating administrator will be requested to report to the University internship coordinator regarding the progress of the intern at least two times during a semester.

Date 10-11-74

Douglas Lambert
Intern

Advisor

Donald L. Woodard
Supervisor/Cooperating Administrator

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Coordinator

Appendix J

SELECTED BIBLIOGRAPHY

The following publications have resulted from the Occupational Education Administration Project at Southern Illinois University at Carbondale.

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